Board of Education Regular Meeting
Monday, June 25, 2018 6:00 PM

Virginia Moon Administrative Center
8545 Park Drive
Ralston, NE 68127-3621

Agenda

1. Call To Order
   Speaker(s): Board President
   1.1. Pledge of Allegiance
      Speaker(s): Board President
      1.1.1. Roll Call - Excuse Board Members not in attendance
         Speaker(s): Board President
   1.2. Public Comment Sign In Procedure
      1.2.1. Public Comment
   1.3. Consent Agenda (Action)
      Speaker(s): Board President
2. Board Development and Communication
   2.1. Board Members' Update
   2.2. Superintendent's Report
      Speaker(s): Superintendent
      2.2.1. Ralston High School--School Improvement Plan Overview
         Speaker(s): Jesse Tvrdy
      2.2.2. Pre-ACT or ACT On-Line Prep Program Discussion
         Speaker(s): Dr. Tiffanie Welte
      2.2.3. Principal Evaluation System Overview
         Speaker(s): Dr. Mark Adler
      2.2.4. District Summer School Report
         Speaker(s): Ms. Wilken & Dr. Welte
      2.2.5. Principal Induction Program
         Speaker(s): Ms. Cecilia Wilken
      2.2.6. NASB Updates and Information
         Speaker(s): Dr. Jay Irwin
      2.2.7. Enrollment Update
         Speaker(s): Dr. Mark Adler
3. Standards Based School Improvement
   3.1. District Asphalt Repair (Action)
      Speaker(s): Mr. Jason Buckingham
   3.2. Elementary, Middle School, and High School Student Handbook Review (Action)
      Speaker(s): Dr. Mark Adler
4. Policy Review
   4.1. 2018/2019 District Policy Update
      Speaker(s): Dr. Mark Adler
5. Executive Session Disclosure
6. Pre-Adjournment Information and Activities
   6.1. Announcements

6.2. Board of Education Supplemental Meeting Information
6.3. Future Board Calendar
6.4. Adjourn

Procedure: 2009

Ralston Board of Education
Public Comment Procedures

The Ralston Board of Education appreciates the public's right to provide public comment. It is the practice of the Ralston Board to listen to the public comment, without discussion between the public and the Board. Should you have a question or ask for follow-up from the Board, the Board President or Chair of the meeting will direct the Superintendent to address the requests and provide additional information to you as appropriate. We ask that you refrain from personal comments about individuals and the use of vulgar or inappropriate language in addressing the Board.

The following will help guide the Public Comment agenda item at Board Meetings and Public Hearings:

1. Persons speaking during Public Comment will be called forward individually by the Board President or Chair to the location identified for such purpose.
2. A time limit of five (5) minutes will be allotted for any speaker. At the discretion of the Board President or Chair, the speaker may be allotted additional time.
3. Each individual speaking to the Board will be required to identify himself or herself prior to giving public comment or when related business is on the agenda. A "Record of Appearance" card is provided for this purpose.
4. Persons wishing to appear will be heard in the order in which the Board President or Chair of the meeting determines appropriate.
5. In cases where more than one person wishes to speak on the same topic, their presentations to the Board may, at the discretion of the Board President or Chair, be grouped together by topic.
6. If the number of people wishing to speak under the public participation portions of the agenda is large, the Board President or Chair may rule that a public hearing be scheduled or the discussion be limited on the issue in question.
7. Persons speaking to the Board during public comment may make printed materials available to the Board but may not use any other form of media.

Procedure: 2009

Ralston Board of Education
PUBLIC COMMENTS
Record of Appearance

The purpose of "Public Participation" is for the Board of Education to hear comments from the public. Since comments are not on the published agenda the Board will not discuss and/or answer questions during "Public Comments."

Public Comments are limited to five (5) minutes per speaker. Multiple speakers on the same topic are asked to not repeat what prior speakers have already stated.

PLEASE PRINT

Name _____ Date_____

Address _____

City _____ State _____ Zip Code _____

Subject of Public Comment: _____

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Board of Education Regular Meeting
8545 Park Dr.
Omaha, Nebraska

Monday, June 11, 2018 7:04 PM

Roll Call
Motion to excuse Tresha Rodgers from the June 11, 2018 Board of Education passed with a motion by Mr. Overkamp and a second by Dr. Irwin

Mrs. Gerch:	Yea
Mrs. Richards:	Yea
Mrs. Johnson:	Arrived late
Mr. Overkamp:	Yea
Dr. Irwin:	Yea
Mrs. Rodgers:	Absent

Consent Agenda
Consent agenda items include minutes from the May 14, 2018 meeting; May Financial Reports; May bills in the amount of $776,217.27 for the General Fund, and $901,368.62 for the QualifiedCapital Purpose Fund. Contracts for Edward Schmitt, RHS Physical Education; Kelsy Neil, RMS Deaf Education Itinerant; Niki Caughey, Blumfield SPED; Russell Neumann, RMS Special Education; Alison Follmer, Meadows 6th, and Anne Heimann, RHS Special Education. Resignations from Holly Howell, RHS Resource and Marilee Cloonan, Social Worker.
Prior to the meeting Mike Overkamp and Jay Irwin reviewed the bills.

Deb Gerch:	Yea
Dr. Jay Irwin:	Yea
Heather Johnson:	Yea
Mike Overkamp:	Yea
Linda Richards:	Yea
Tresha Rodgers:	Absent

Board Members' Update
Heather Johnson stated that she missed graduation but heard it was wonderful. Dr. Jay Irwin seconded what Mrs. Johnson said regarding graduation and was sorry he missed the event but heard it went very well. Mike Overkamp expressed that several parents reached out to him saying they are grateful that we have a relationship with Ralston Arena and are able to hold the RHS graduation ceremony there. Mr. Overkamp also remarked that the ceremony for non-traditional students was excellent and it shows global support for our students.

Superintendent Report
Dr. Adler began by expressing that school lunch prices will stay the same for the upcoming school year. He also discussed the issues concerning the RHS yearbooks. An insert page with the corrections and additions has been developed and mailed to everyone who purchased a yearbook.

Principal Evaluation Overview - Dr. Adler presented each board member with the updated "Principal Evaluation System" booklet. The board members will review the material and it will be discussed in further detail at the June 25 board meeting. Mr. Overkamp requested that Cecilia Wilken discuss on boarding procedures for three new elementary principals at the next meeting.

Superintendent Evaluation Overview - Dr. Adler has put together an overview document which he handed out to the board members. He indicated that all items in red are his feedback from the last evaluation and he has also included his growth focus goals for this year. This document also contains his self-evaluation from 2017/18. He asked that the board members each do their individual evaluations of the superintendent and then discuss as a board at the first meeting in July. A link will be open until June 29 for board members to respond.

It was requested that the upcoming August 13th board meeting be moved to Tuesday, August 14th. This change will be noted on future calendars and a notice will be posted as well.

NASB Updates and Information

Dr. Irwin stated that there will be a golf outing in Kearney for NASB board members this Thursday and all board members are welcome. There will be a School Board Candidate Forum in July which will be held in LaVista. Lastly, Dr. Irwin noted that the NASB Membership Portal will be changing soon and members will be able to access various membership benefits.

District Asphalt Repair

Mr. Buckingham stated that every year there needs to be asphalt work done in the parking lots. We received two bids thus far, one from Layman Paving and the other from Midwest DCM. The board was asked to review these bids and the issue will be brought up for approval at the June 25 meeting.

Elementary, Middle School and High School Student Handbook Review

Dr. Adler announced that there are three separate student handbooks. He began by stating that the non-discrimination statement will definitely be added to each of the handbooks. Dr.Welte then shared that there are not any significant changes to any of the handbooks this year, just a few minor changes in each. Mrs. Stolley indicated that parents should be aware of a change under the "vomiting" heading. It now states that children will be sent home if they vomit due to illness. It continues to say that children must be free from vomiting for 24 hours prior to returning to school.

Enrollment Update

Dr. Adler informed the board that the student count has not rolled forward yet. The current number of seniors is listed as 252; however, this number does not include seniors who graduated mid-term. Dr. Adler remarked that the numbers will start to change over the summer as we roll into the new school year. He will watch the numbers closely throughout June and July.

District Facility Study

There was a motion by Heather Johnson and seconded by Deb Gerch to approve the bid from BCDM Architects to perform a district facility study. Mr. Carson from BCDM was in attendance to answer questions from the board members. Carson stated that the study will list each school and what the needs are at each individual building. It will include things such as code issues, hazardous material concerns, and other problems that need to be addressed. Savings opportunities will also be studied such as using LED lighting versus the standard lights that are currently being used. Mr. Buckingham stated the study will not exceed $45,000 without further board approval and there is currently funding available to pay for the study. Mr. Carson said that the preliminary findings should be available in September. The motion passed.

Mrs. Richards:	Yea
Mr. Overkamp:	Yea
Dr. Irwin:	Yea
Mrs. Johnson:	Yea
Mrs. Rodgers:	Absent
Mrs. Gerch:	Yea

Approval of RHS Gym Floor Reconditioning

A motion to accept the contract from Egan Supply to provide sanding, repainting and refinishing the gym floors at RHS and RMS passed with a motion by Dr. Irwin and a second by Heather Johnson. Mr. Buckingham announced that Jeremy Maskel has done a great job of securing advertising spots on the RHS gymnasium floor which will pay for the reconditioning expenses.

Mrs. Rodgers:	Absent
Dr. Irwin:	Yea
Mr. Overkamp:	Yea
Mrs. Gerch:	Yea
Mrs. Johnson:	Yea
Mrs. Richards:	Yea

High School Boiler Purchase

Heather Johnson motioned to accept the bid for 4 replacement boilers for Ralston High School and it was seconded by Dr. Irwin. Mr. Buckingham explained that the boilers are 14 years old and the heat exchangers in the boilers are made of ceramic. This was a design flaw from the manufacturer and the ceramic has failed and cracked over the years. Due to the original design flaw, we went back to the manufacturer to receive a bid for new stainless steel boilers at cost. Therefore, we will buy new boilers from the original manufacturer but receive bids for the installation costs. Motion passed.

Mrs. Johnson:	Yea
Mrs. Rodgers:	Absent
Mrs. Richards:	Yea
Mr. Overkamp:	Yea
Mrs. Gerch:	Yea
Dr. Irwin:	Yea

Ralston High School Bleacher Project

Mr. Buckingham outlined the final details with Pat Carson of BCDM Architects for the replacement of the Ralston High School Bleachers that are in need of replacement. The board was faced with three different options to vote on:
Option 1 - Cost would be $528,357 and the seating capacity would be 1,650
Option 2 - Cost would be $467,399 and the seating capacity would be 1,350
Option 3 - Cost would be $293,940 (project would only include one side of gym)
Mr. Overkamp modified the motion to approve Option 2 which was seconded by Dr. Irwin. Motion passed.

Mrs. Richards:	Yea
Mrs. Johnson:	Yea
Mr. Overkamp:	Yea
Dr. Irwin:	Yea
Mrs. Rodgers:	Absent
Mrs. Gerch:	Yea

Sign Language Interpreters Negotiated Agreement

Dr. Rupprecht discussed the proposed sign language interpreter agreement including changes to the contract language as well as the salary/benefits structure for 2018-19. One significant change to the agreement states that horizontal movements will pay retroactively beginning on September 1. This reflects the same agreement stated in the Negotiated Contract between the Board of Education and the Ralston Education Association. The motion was approved.

Mrs. Gerch:	Yea
Mrs. Richards:	Yea
Mrs. Johnson:	Yea
Mr. Overkamp:	Yea
Dr. Irwin:	Yea
Mrs. Rodgers:	Absent

Policy Review

Dr. Adler outlined all of the suggested changes to the various Board Policies with the Board of Education. Each year after the legislative session has been completed, various policies have to be updated based upon State and Federal law changes as well as changes within the Nebraska department of Education. Ralston Public Schools subscribes to an annual policy update services that outlines the needed changes each year. During this learning session we will review all of the suggested changes and seek input from the Board on any changes they desire. Once all policies have been reviewed we will bring all of the polices back to the Board for approval with all of the suggested changes incorporated.

Adjourn

Motion to adjourn meeting at 10:05 PM passed with a motion by Dr. Irwin and a second by Mrs. Johnson:

Deb Gerch:	Yea
Dr. Jay Irwin:	Yea
Heather Johnson:	Yea
Mike Overkamp:	Yea
Linda Richards:	Yea
Tresha Rodgers:	Absent

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Mrs. Linda Richards, President

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Mrs. Deb Gerch, Secretary

June 3, 2018

Dear Dr. Adler and Ralston School Board,

Please accept this letter as formal notification that I am resigning from my Spanish Teacher position at Ralston High School. I have been offered an opportunity to serve as the next Plattsmouth High School Assistant Principal starting Fall 2018.

Thank you so much for the opportunity to work as a Spanish Teacher for 21 years. I've greatly appreciated your leadership, guidance and support. Throughout the years I have acquired many skills of which I will take with me in my next position.

As the district searches for a RHS Spanish candidate, I will do everything possible to wrap up my duties and help with the transition. Please let me know if there's anything else I can aid in.

I wish the Ralston School District continued success, and I hope to stay in touch in the future.

Sincerely,

Kimberly L. Caniglia

School Improvement Update

"Ralston High School"

School Improvement Goal

Goal 1: All students will experience increased awareness of Character in all curricular and extracurricular areas

Goal 2: All teachers are providing quality, effective classroom instruction that meet state and local standards, provide assessments that are meaningful and grades/marked with fidelity based upon sound research, and provide successful opportunities for learning, and growth for all students to be a graduate of Ralston High School

Intervention

Increase engagement both academically in classrooms and through participation in extracurricular activities creating connection to school and authentic relationships between staff and students.

Action Steps for 2017-2018

Effective Classroom Instruction
-Learning Walks increased and focused to include a teacher developed protocol, tracking of classroom visits, and group reflection (Danielson 4e, 3c)
-Train and deliver PD on high leverage engagement strategies for student engagement (Danielson 3c)

School Safety SRP
-Intentionally planned and presented Safety trainings for both teachers in PD and students by Homeroom (Danielson 2a, 2e, 4f)

Relationship Building
-Professional development continued for at risk youth and relationship building (Danielson 2a)
-Back Pocket Kids (Danielson 2b)

Building Leadership and Shared Understanding of SIP
-Continue the work of teacher led committees that address the work of our SIP Plan to increase teacher leadership and collaborative decision making building wide (Danielson 4a, 4d, 4f)
-Leadership Team Retreat to update and make decision collaboratively on SIP and school culture (Danielson 4a, 4d, 4e)
-Annual Leadership Retreat with Department Heads (Danielson 4d)
-Increased Teacher Led Professional Development and Input from staff on topics (Danielson 4a, 4e, 4f)

Increasing Connection To School, Student Goal Setting, and Opportunities
-Change ILP Development for Incoming 9th Graders (Danielson 1d, 1e, 3c)
-Developed 4 year templates aligned to culminating experiences at RHS (Danielson 1d, 1e, 3c)
-Provided PD for teachers on new ILP process and tools (Danielson 1d, 1e, 3c, 4e)

-Implemented a new focus for incoming 9th graders with Pre-registration Night (Danielson 1d, 1e, 3c, 4c)
-Increase technology in Edgenuity Room to support more students (Danielson 3c, 3d, 3e)
-Started giving the National Career Readiness Certification Exam to all students who finish a pathway or Academy
Open it up to any student; Look to honor it Graduation (cord) (Danielson 2b, 3c, 3d)
-Started Academy Application Night (Danielson 2b, 3a, 4c)
-Started a MCC Academy Day to promote students who apply and attend METRO (Danielson 2b, 3a, 4c)
-Added a science and math class teacher-taught in summer school (Danielson 1e)
-Utilize Edgenuity more specifically for make-up work, credit recovery, initial credit, intervention, and ACT Prep (Danielson 3c, 3d, 3e)
-Added Metro Math (Danielson 1e)
-Piloted MyPath ILP Math Intervention (Danielson 3e)
-Piloted Edgenuity to SPED Teachers as intervention for Study Skills Class (Danielson 3e)
-Use Edgenuity as an ACT Prep component to develop skills in reading and math essential for ACT in Grades 9 & 10 (Danielson 2b, 3d, 3e)

Creating and Using State and Local Standards for Curriculum and Assessment
-Curriculum Guide Development in all areas and Text Adoption/Implementation in Math, Science, English, CTE, & PE (Danielson 1a, 1c, 1d, 1e, 1f)
-Updated Edgenuity Core Classes To Align to RHS State and Local Curriculum (Danielson 1c, 1d)

Building Culture
-Increased staff recognition with banners and monthly awards (Danielson 2a)
-Added an ACT & Character Permanent Banner for student recognition (Danielson 2a, 2b)
-Partnered with H&H & Booster Club for a new Mascot (Danielson 2a)
-Increased person to person contact by having an all staff meetings for important announcements and celebrations (Danielson 2a, 2b, 4f)
-Designated space for student recognition in academics and activities throughout the school (Danielson 2a, 2b)
-Significantly increased our social media presence on Facebook and Twitter (Danielson 4c)
-Inclusive Practice of sharing and reviewing HumanEx will all Certified and Classified staff (Danielson 2a, 4e)

Developing Character
-Use Speakers for underclassmen to focus on character development (Danielson 2a)
-Rambassadors Program Refinement and Additions (Danielson 2a)
-Sent students to the Anti Bully Convention (Danielson 2a)
-Sent students to the BeKind Conference (Danielson 2a)
-Student Led Campaigns (The R Word, Safe Schools Rally) (Danielson 2a)
-UNO Day of Service Year Long (Danielson 2a)

Assessment Tool:

Data Point #1 Norm Referenced	*Data Point #2 Building Specific Instruction*	*Data Point #3 Social Emotional*
MAP: Aligned to National RIT Scores in Math, Language, Science & Reading Class of 2020 & 2021 Spring 2018 Scores • Math - 234 (232) & 234 (233) • Language - 221 (220) & 224 (220) • Science - 217 (215) & 218 (215) • Reading - 219 (221) & 221 (222) *ACT Data is pending:* • Junior class state accountability results in Fall • Senior class cohort results in July • ACT Prep data is currently being analyzed at ESU	*IPI IMPACT TOOL:* Levels 5 & 6 average • 2016-2017 = 17% • 2017-2018 = 37% Next steps are to increase rigor during engagement through high order thinking with a focus on student discourse & instructional outcomes (ie - increase student thinking/talking and decreasing teacher talk/telling)	*Hope Survey:* Aligned to National average scores on a 5.0 scale • Engagement - 3.61 (3.85) • Hope - 4.0 (4.2) • Entrepreneurial - 2.01 (2.37) • Career & Financial Literacy - 3.29 (3.3)

District Choice **ACT Online Prep** **Or** **PreACT**	As you all are aware, in the past school year (2017-2018) NDE's contract with ACT included ACT Online Prep (AOP) for every student in the state in third-year cohort. For the upcoming school year (2018-2019), each **district** will have a choice: 1. Provide each student in your district in third-year cohort with ACT Online Prep (AOP) (just like last year). Or 2. Provide each student in one cohort in your district with Pre-ACT.
PreACT	**Additional Information Pre-ACT for 2018-2019** ○ Pre-ACT may be given at one grade in your district under the state contract. ▪ 10th grade—fall or spring • The fall window is approximately October, November, December - 2018 • The spring window is approximately March, April, May - 2019 • Test dates are dependent on NDE providing ALL districts' choices to ACT this summer. ▪ 11th grade—fall only • The fall window is approximately October, November, December - 2018 • Pre-ACT available test dates are dependent on NDE providing ALL districts' choices to ACT this summer. ○ The Pre-ACT does not include a writing test. ○ The Pre-ACT will include student/school/district reports and student item responses ○ The Pre-ACT is a one-time event.
AOP	Additional Information AOP **for 2018-2019** ○ AOP includes two Artificial Intelligence (AI) scored writing tests. ○ AOP includes access to more items (than the Pre-ACT). ○ AOP is very individually directed and is available throughout the year. ○ Some district have indicated that it is difficult to extract helpful data from AOP. ACT has informed NDE it is not providing further development of AOP.
Other resources-Free	**Free Resources** ○ **An ACT Practice** test is available in TestNav. It gives raw scores for each content (Writing is available but not scored) ○ **ACT Academy** (9-12) is available to all students in US. It Includes one test with scoring- results give guidance to the content accessed by the student. ACT Academy is a free personalized online learning tool and test practice program available at act.org/academy. Through video lessons, interactive practice questions, full-length practice tests, educational games, and other materials targeted to a student's

	academic needs, ACT Academy provides learners with a personalized study plan based on previous scores from The ACT® test, PreACT®, Official ACT practice tests, or in platform diagnostics.
Cost to district if independently contracting with ACT for AOP or PreACT	• NDE asked ACT what the cost would be to districts if they wanted to independently purchase from ACT one of the choices and received the following response: *In recognition of ACT's partnership with Nebraska, school districts are welcome to purchase separately, either the PreACT or ACT Online Preparation (AOP). This purchase would be in addition to the district's choice provided by the Nebraska Department of Education.* *For complete details and to order please visit:* **PreACT** - https://www.act.org/content/act/en/products-and-services/preact/preact-classroom.html **(Cost $12.**00 a student if order is placed through link below by August 31, 2018) **ACT Online Preparation** - https://www.act.org/content/dam/act/unsecured/documents/ACTOnlinePrepOrderForm.pdf **(Cost—**open link) *Current pricing as listed on the above sites is available through **August 31, 2018.** Prices are subject to change thereafter. Visit act.org to explore complete details on PreACT, ACT Online Preparation and ACT's array of services helping individuals achieve college and career readiness.*

Ralston
PUBLIC SCHOOLS

Principal Evaluation System

Board of Education Policy: 4030
AdvancED Standard: Leadership Capacity

Policy Approved--July 2016

Ralston
PUBLIC SCHOOLS

4030
Evaluation of Certified Employees

All certificated employees to be evaluated shall be notified annually in writing. A certified administrator, with the exception of the local board of education when it is evaluating the superintendent, will observe and evaluate each probationary certified employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once each school year. If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to teachers only.

The Ralston Public Schools shall provide procedures for the evaluation of staff. The evaluation shall serve as a basis for improvement of performance and continued employment in the Ralston School District. The procedures shall provide a source of information for sound decision-making as well as for counseling, for in-service training, and for continual growth of all employees. The procedures shall provide not only for the identification and improvement of staff skills and abilities that enhance the learning process, but also for the dismissal of those who do not meet the standards of the District.

The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing.

The school district will train administrators in evaluation annually through meetings with the superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

Entire Instructional Period. For certificated employees whose classes are held during defined periods of time (e.g., high school classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods, consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

Actual Classroom Observation. Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing activities that are typical of his or her position.

Additional evaluations, both formal and informal, may be conducted as the administration deems appropriate.

This policy and the evaluation instrument shall be distributed to staff members upon their employment and annually thereafter.

Adopted on: July 25, 2016
Revised on:

Reviewed on: July 25, 2016

AdvancED Domain 1: Leadership Capacity

Purpose:

The principal evaluation system is designed to provide principals with direction for professional growth and feedback on performance. The quality indicators provided in this document are intended to provide the principal and the evaluator a guide for performance review and a format for professional conversation.

Effective Practices:

There are eight effective practices within the Principal Framework. The evaluator will rate performance by category.

The effective practices are intended to serve as guidance for the principal and evaluator in determining professional performance, growth, and points of emphasis. It should be understood that all principals will have areas of strength and growth. The evaluator will make an overall performance determination based on the eight effective practices in the principal framework.

1. Vision for Learning
2. Developing Relationships
3. Continuous School Improvement
4. Instructional Leadership
5. Staff Leadership
6. Systems Management
7. Culture for Learning
8. Professional Ethics & Advocacy

Evaluation Cycle and Required Documentation:

Probationary principals shall be observed and evaluated at least once each semester. Permanent or tenured principals shall be evaluated at least once each school year. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the principal or in the discretion of the primary evaluator. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes. A formative evaluation will be completed in the middle of the year, at the same time the principal completes the self-reflection. A summative evaluation will be completed at the end of the year, as the same time the principal completes an end of year self-reflection. Each administrator will complete an *Individual Professional Development Plan* annually. The *Individual Professional Development Plan* will include identifying one or two specific and measurable goals based on the effective practices, and then developing a plan to achieve the desired goal. An *unsatisfactory* rating in one of the effective practices will require an individual to be placed on a plan of assistance. All required documents will be shared with the principal being evaluated and will be kept on file in the Office of the Superintendent.

Principal Evaluation Rating Scale

Rating Scale	Points Earned	Increase
3 - Distinguished	31-36	3.0%
2 - Proficient	24-30	2.0%
1 - Basic	15-23	1.0%
0 - Unsatisfactory	0-14	0.0%

Base Salary and Performance Pay Structure

All principals and assistant principals will be evaluated using the Ralston Public Schools Principal Evaluation System. Evaluations of building level principals will be conducted by the superintendent or a cabinet level designee. All assistant principals will be evaluated by the principal in their building in cooperation with a superintendent or a cabinet level designee. All evaluations will be conducted using the prescribed principal evaluation system. Evaluations should be completed prior to July 1st of each year.

Base Salary and Annual Evaluation Increases

Upon accepting a principal position with the Ralston Public Schools the superintendent will set a starting salary that will be referred to as your starting base salary. Principals and assistant principals will earn annual base salary increases based upon the results of their evaluation. Base salary increase percentages are listed in the principal evaluation rating scale. Base salary increases will be figured only on a principal's base salary and will not include any performance pay that was potentially earned. The Board of Education reserves the authority to suspend annual increases in tight financial times. Even if base salary increases are frozen, all principals will still be evaluated annually.

Principal Pay for Performance Structure

All principals and assistant principals have the opportunity to earn additional pay above their annual base salary for meeting or exceeding student academic performance targets for the buildings in which they serve. The performance data to determine additional pay will be validated through the appropriate testing agencies or the Nebraska Department of Education. Performance pay will be paid to principals and assistant principals in one or two annual installments depending on the size of the payment and employee preference. Performance pay will not be included in annual base salary computations.

Ralston
PUBLIC SCHOOLS

EFFECTIVE PRACTICE: (1) Vision for Learning. The principal uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student wellbeing.	
Unsatisfactory	**Basic**
The principal ineffectively analyzes data, or fails to engage key school and community members in shaping a vision and set of core values designed to result in improved student achievement and enhanced student well-being.	The principal conducts a limited analysis of data on current practices and outcomes and is inconsistent in engaging school and community members in shaping a vision and set of core values designed to result in improved student achievement and enhanced student wellbeing.

• Rarely collaborates with school staff and the community to define and build commitment to the vision and core values of the school.
• Ineffectively communicates the vision and core values of the school to the staff and community.
• Fails to use the vision and core values to establish goals for teaching and learning.
• Fails to design and implement instructional and organizational practices aligned to the vision and core values of the school.
• Fails to model and pursue the school's vision and core values in all aspects of leadership, and fails to utilize the vision and core values to inform decision-making.
• Makes minimal effort or fails to ensure vision and core value alignment with district, state, and federal policies.
• Haphazardly reviews and revises the vision and core values.
  ○ Unilaterally develops the vision and core values or bases them on limited information and perspective.
	• Collaborates sporadically with members of the school community in order to build commitment to the school's vision and core values.
	• Communicates the vision and core values to the school and community on a limited basis Ineffectively uses the vision and core values to establish goals for teaching and learning.
	• Inconsistently designs and implements instructional and organizational practices aligned to the vision and core values of the school.
	• Inconsistently models and pursues the school's vision and core values in all aspects of leadership, with inconsistent utilization of vision and core values as a basis for decision-making.
	• May not ensure that the vision and core values are aligned to district, state, and federal policies. Is not systematic in reviewing and revising the vision and core values of the school.
	  ○ Conducts a limited analysis of information about school demographics, practices and outcomes, in order to develop the school's vision and core values.

Ralston PUBLIC SCHOOLS

EFFECTIVE PRACTICE: (1) Vision for Learning. The principal uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student wellbeing.	
Proficient	**Distinguished**
The principal analyzes multiple sources of data and engages key school and community members in order to shape a shared vision and set of core values designed to result in improved student achievement and enhanced student well-being.	The principal implements a systematic and comprehensive analysis of multiple sources of data and collaborates extensively and effectively with school and community members in order to shape a shared vision and set of core values that results in a high level of student achievement, closing of achievement gaps, and enhanced student well-being

• Collaborates with and engages school staff and the community to build commitment to the vision and core values of the school.
• Widely communicates the vision and core values in order to establish high expectations for student performance and well-being.
• Effectively uses the vision and core values to develop rigorous and measurable goals for teaching and learning.
• Designs and implements instructional and organizational practices aligned to the vision and core values of the school.
• Models and pursues the school's vision and core values in all aspects of leadership, and uses them as a basis for decisionmaking.
• Ensures that the vision and core values are aligned to district, state, and federal policies.
• Systematically reviews the vision and core values and revises as appropriate.
  ○ Analyzes varied sources of information about the school's demographics, current practices, and outcomes to inform the vision and core values of the school.
	• Consistently collaborates with school staff and diverse community groups to define and build commitment to the vision and core values of the school (1.a, 1.b).
	• Continuously and widely communicates the vision and core values in order to establish high expectations for student performance and well-being (1.c).
	• Diligently and effectively uses the vision and core values to collaboratively develop rigorous and measurable goals for teaching and learning (1.d).
	• Diligently and effectively designs and implements instructional and organizational practices aligned to the vision and core values of the school (1.d).
	• Builds ownership and a sense of efficacy in staff as they work toward goal achievement (1.f). Diligently models and pursues the school's vision and core values in all aspects of leadership, using the school's vision as the basis for decision-making (1.g).
	• Ensures the vision and core values are aligned to district, state, and federal policies. Implements a cycle of data collection and review and develops a process for continuous refinement of the vision and core values of the school (1.e).
	  ○ Systematically and comprehensively analyzes varied sources of information about the school's demographics, current practices, and outcomes to inform the vision and core values of the school.

EFFECTIVE PRACTICE: (2) Developing Relationships. The principal develops and supports productive relationships with students, staff, families, and the community in an effort to support and enhance each student's academic success and wellbeing.	
Unsatisfactory	**Basic**
The principal fails to effectively engage in the conversations and activities necessary to develop positive, productive relationships with students, staff, families, and the community. The principal fails to build support for the school's vision and core values. The principal fails to realize the potential for promoting the school vision and supporting student's academic success and well-being.	The principal attempts to develop positive and productive relationships with students, staff, families and the community, but these attempts may be haphazard or less than fully effective. As such, the potential for promoting the school vision and the potential for supporting student's academic success and well-being is not fully realized.

• Fails to build family and community relationships that support the vision and core values of the school.
• Often fails to be approachable, accessible, and welcoming to families and members of the community.
• Employs a limited number of personal and public communication strategies, communication is primarily one way, and the principal does little to seek diverse perspectives.
• Attempts to create an environment of respect and understanding are limited or ineffective; relationships within the school and between school and community are often negative.
• Only limited efforts are made to engage families and the community in the learning process.
  ○ Has not developed the school as a community center or resource for families and community members.
  ○ Does not maintain an active presence in the community and rarely attempts to understand its strengths and needs, and engage its resources for the school.
  ○ Makes little use of the community's cultural, social, and intellectual resources.
  ○ Is not particularly aware of the community's culture and makes little effort to increase his/her understanding.
  ○ Has limited contact with community leaders and makes little effort to build partnerships.
	• Attempts to engage in conversations and other activities throughout the school and community in order to develop positive and effective relationships and advocate publicly for the importance of education, student needs, and educational priorities. Is generally approachable, accessible, and welcoming to families and members of the community.
	• Employs some effective personal and public communication strategies and provides information to staff and families, but communication tends to be routine and one-way and only limited effort is made to seek diverse perspectives.
	• Works at developing an environment of respect and understanding within the school, but efforts are inconsistent or not fully effective.
	• Makes some effort to engage families and the community in the learning process, but a stronger effort is needed in order to achieve effective results.
	  ○ Beginning to promote the school as a community center and resource for families and community members.
	  ○ Maintains a limited presence in the community and attempts to understand its strengths and needs, and engage its resources for the school.
	  ○ Is somewhat cognizant of the community's culture and makes an effort to increase his or her understanding, but a stronger effort is needed in order to be effective.
	  ○ Developing an ability to identify the community's cultural, social, and intellectual resources, and make use of them to strengthen the school and promote student learning and well-being.
	  ○ Is developing relationships with community leaders but is not yet creating strategic partnerships to benefit the school.

Ralston PUBLIC SCHOOLS

EFFECTIVE PRACTICE: (2) Developing Relationships. The principal develops and supports productive relationships with students, staff, families, and the community in an effort to support and enhance each student's academic success and well-being.	
Proficient	**Distinguished**
The principal develops positive and productive relationships with students, staff, families, and the community in an effort to promote the school vision and support each student's academic success and well-being.	The principal places a high priority on developing positive and productive relationships with students, staff, families, and the community in an effort to promote the school vision and support each student's academic success and well-being.

• Engages in purposeful conversations and other activities throughout the school and community in order to develop positive and effective relationships and to advocate publicly for the importance of education, student needs, and educational priorities.
• Is approachable, accessible, and welcoming to families and members of the community.
• Employs effective communications strategies, both personal and public, to keep students, staff, families, and community members informed and to seek their perspectives on issues affecting the school.
  ○ Seeks a range of diverse perspectives on school issues.
• Works effectively with students, staff, families, and others to create an environment of respect and understanding within the school.
• Encourages active family and community participation in the learning process to support student academic success and wellbeing.
  ○ Promotes the school as a community center and resource for families and community members.
  ○ Maintains a strong presence in the community in order to understand its strengths and needs, and engage its resources for the school.
  ○ Is cognizant of the culture of the community and seeks further understanding of it in order to enhance student learning.
  ○ Makes use of the community's cultural, social, and intellectual resources to strengthen the school and promote student learning and school improvement.
  ○ Creates strategic partnerships with business, religious, political, and other community leaders to promote student learning and well-being.
	• Engages in purposeful conversations and other activities throughout the school and community in order to develop positive and effective relationships and to advocate publicly for the importance of education, student needs, and educational priorities. (8.b; 8.h; 8.i)
	• Is highly approachable, accessible, and welcoming to families and members of the community. (8.a)
	• Employs a wide variety of effective communication strategies, both personal and public, to keep students, staff, families, and the community informed and involved in the life of the school and to seek their perspectives on issues affecting the school. (8.c, 8.e)
	  ○ Ensures a wide range of diverse perspectives on school issues.
	• Fosters an environment of respect and understanding within the school and develops mechanisms for managing conflict that result in effective resolutions that promote human dignity.
	• Encourages active family and community participation in the learning process, develops programs and activities that foster such participation, and builds a school and community focus on increasing student academic success and well-being. (8.e; 8.h)
	• Promotes the school as a community center and resource for families and community members, and develops programs and activities to enhance family and community member commitment to the school. (8.g)
	  ○ Maintains a strong and continuous presence in the community in order to understand its strengths and needs, and engage its resources for the school. (8.d)
	  ○ Has a deep understanding of the community's culture and how it impacts student learning. (8.f)
	  ○ Seeks out and draws frequently upon the community's cultural, social, and intellectual resources in order to strengthen the school and improve learning opportunities for students. (8.f)
	  ○ Actively seeks out a variety of community leaders, creates strategic partnerships, and builds community commitment to the school and its students. (8.j)

EFFECTIVE PRACTICE: (3) Continuous School Improvement. The principal leads a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.	
Unsatisfactory	**Basic**
The principal is ineffective in leading the continuous school improvement process and fails to develop essential components of the process.	The principal leads a continuous school improvement process but with inconsistent outcomes; as a result, improvement in student performance and school effectiveness are limited.

• Fails to collect and review student achievement and behavior data to identify improvement efforts and/or inform decision making.
• Fails to collaborate effectively with the school community to set goals, develop, implement, and monitor action plans.
  ○ Approves action plans that may not include research-based instructional practices to improve teaching and learning.
  ○ Makes little attempt to ensure that team and individual teacher goals are aligned with building improvement plans.
  ○ Ineffectively collaborates with staff throughout the continuous improvement process.
• Makes little attempt to build the capacity of staff through professional development efforts that align with the school improvement plan.
• Is not effective in promoting leadership among teachers and staff.
• Rarely monitors and analyzes progress on the improvement plan.
  ○ Fails to engage the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement
  ○ Fails to align the building school improvement plan with district, state, and federal requirements.
• Makes little use of technology to increase school efficiency and effectiveness.
  ○ Is not effective in managing the process of change within the school.
	• Collects and reviews a limited amount of student achievement and behavioral data to identify improvement efforts, and infrequently utilizes results to inform decision-making.
	• Collaborates on a limited basis with the school community to set goals, develop, implement, and monitor action plans designed to improve student achievement and enhance student well-being.
	  ○ Creates action plans that may or may not include research-based instructional practices to improve teaching and learning.
	  ○ Attempts to ensure that team and individual teacher goals are aligned with building improvement plans, but may do so inconsistently.
	• Attempts to build the capacity of staff through professional development efforts that align with the school improvement plan.
	  ○ Is less than fully effective in promoting leadership among teachers and staff. Infrequently monitors and analyzes progress on the school improvement plan, and makes limited appropriate adjustments.
	  ○ Attempts, on a limited basis, to engage the school community in a process of evidence-based inquiry, strategic goal setting, planning, implementation, and evaluation for continuous school improvement.
	  ○ Aligns the school improvement plan only partially with district, state, and federal requirements. Makes some use of technology, which may or may not increase school efficiency and effectiveness.
	  ○ Is less than fully effective in managing the process of change within the school.

Ralston PUBLIC SCHOOLS

EFFECTIVE PRACTICE: (3) Continuous School Improvement. The principal leads a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.	
Proficient	**Distinguished**
The principal leads a systematic continuous school Improvement process that results in improved student academic performance, enhanced student well- being, and greater school effectiveness.	In collaboration with members of the school community, the principal leads a systematic continuous school improvement process that results in change initiatives promoting improved student academic achievement, enhanced student well-being, and greater school effectiveness.

• Systematically collects and routinely analyzes multiple sources of student achievement and behavioral data to identify targeted improvement efforts and inform decision making.
• Collaborates with the school community to set goals, develop, implement, and monitor action plans designed to improve student achievement and enhance student well-being.
  ○ Creates action plans that include research-based instructional practices to improve teaching and learning.
  ○ Ensures that team and individual teacher goals are systematically aligned with building improvement plans.
• Aligns professional development efforts with the school improvement plan.
  ○ Promotes leadership and builds capacity among teachers and staff.
• Frequently monitors and analyzes progress on the improvement plan and makes appropriate adjustments.
  ○ Engages the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement.
  ○ Ensures alignment of building improvement plans with state and federal requirements. Uses technology to increase school efficiency and effectiveness.
  ○ Effectively manages the process of change within the school.
	• Systematically collects and routinely analyzes multiple sources of data to identify targeted improvement efforts and inform decision making. Sources may include norm and criterion-referenced achievement data, behavioral data, student demographics, and other school and community information. (10.a, 10.b, 10.g)
	• Collaborates systematically with staff, students, parents, and community members to set goals, develop, implement, and monitor action plans designed to improve student achievement and enhance student well-being. (10.d, 10.c)
	  ○ Fosters the development of action plans that include research-based instructional practices to improve teaching and learning. (10.e)
	  ○ Ensures that team and individual teacher goals are systematically aligned with building improvement plans and are frequently monitored to ensure improved student learning. (10.h)
	• Aligns extensive professional development efforts with the school improvement plan, and focuses on changing adult behaviors that lead to higher levels of student learning. (10.f)
	  ○ Strategically promotes leadership and builds capacity among teachers and staff. (10.j)
	• Continuously monitors and analyzes progress on the improvement plan and makes appropriate adjustments. (10.a, 10.b)
	  ○ Engages the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement. (10.c)
	  ○ Ensures alignment of building improvement plans with state and federal requirements. (10.h)
	• Uses technology in innovative ways to increase school efficiency and effectiveness. (10.g)
	• Effectively leads the process of change within the school, including managing uncertainty and risk and the politics of change. (10.i)
	• May serve as a resource for other schools in school improvement plan development, implementation, and monitoring.

Ralston PUBLIC SCHOOLS

EFFECTIVE PRACTICE: (4) Instructional Leadership. The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student's academic success and well-being.	
Unsatisfactory	**Basic**
The principal fails to provide effective leadership toward the implementation of a rigorous curriculum, effective instruction, quality assessment practices, and accountability for student learning.	The principal provides limited leadership toward the implementation of a rigorous curriculum, effective instruction, assessment practices, and accountability for student learning.

• Works ineffectively with staff to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs.
  ○ Does not ensure that the curriculum is based on district and state content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning.
  ○ Fails to coordinate systems of curriculum, instruction, and assessment to promote academic achievement, effective learner behaviors, and a respect for learning among students.
• Collects student data for reporting purposes, but fails to use it to inform instructional decision-making or improve achievement.
  ○ Rarely communicates with staff on the improvement of the curricular and instructional program.
  ○ Demonstrates very limited knowledge of curriculum and research-based instructional practices.
  ○ Makes little effort to ensure or support instructional practice that is intellectually challenging, differentiated, and personalized.
  ○ Fails to ensure or support employment of assessments that are technically sound and consistent with best practices.
• Rarely holds self and staff accountable for the growth of student achievement across the curriculum.
• Makes little effort to protect instructional time.
	• Works intermittently with staff to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs.
	  ○ Does not consistently ensure that the curriculum is based on district and state content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning.
	  ○ Inconsistently coordinates systems of curriculum, instruction, and assessment to promote academic achievement, effective learner behaviors, and a respect for learning among students. Inconsistently monitors instructional practices and may not use collected data to inform instructional decision-making.
	  ○ Is inconsistent in communication with staff on the improvement of curricular, instructional, and assessment programs.
	  ○ Demonstrates limited knowledge of curriculum and research-based instructional practices.
	  ○ Does not consistently ensure or support instructional practice that is intellectually challenging, differentiated, and personalized.
	  ○ May not always ensure or support employment of assessments that are technically sound and consistent with best practices.
	• Only intermittently holds self and staff accountable for the growth of student achievement across the curriculum. Makes limited efforts to protect instructional time.

Ralston PUBLIC SCHOOLS

EFFECTIVE PRACTICE: (4) Instructional Leadership. The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student's academic success and well-being.	
Proficient	**Distinguished**
The principal provides leadership to ensure the implementation of a rigorous curriculum, effective instruction, assessment practices, and accountability for student learning.	The principal provides systematic and collaborative leadership to ensure implementation of a rigorous curriculum, highly effective instruction, quality assessment practices, and accountability for student learning.

• Works collaboratively with staff to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs.
  ○ Ensures that the curriculum is based on district and state content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning.
  ○ Coordinates systems of curriculum, instruction, and assessment to promote academic achievement, effective learner behaviors, and a respect for learning among students.
• Monitors instructional practices through collection and reporting of data to ensure fidelity to content standards of district curriculum.
  ○ Provides actionable feedback about instruction and professional practice through systems of supervision and evaluation.
  ○ Promotes teaching practices based on sound instructional theory, research on child learning and development, effective pedagogy, and the needs of each student.
  ○ Supports that instructional practice is intellectually challenging, differentiated, and personalized.
  ○ Supports employment of assessments that are technically sound and consistent with best practices.
• Holds self and staff accountable for the growth of student achievement across the curriculum. Protects instructional time in order to maximize learning.
	• Works extensively with staff to analyze student achievement and program data to evaluate and make informed decisions regarding curriculum, instructional practices, and assessment programs.
	  ○ Ensures that the curriculum is based on district, state, and other appropriate content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning. (4.a)
	  ○ Coordinates extensive systems of curriculum, instruction, and assessment in a highly effective manner in order to promote academic achievement, effective learner behaviors, and a respect for learning among students. (4.b)
	  ○ Ensures efficient use of data to inform instructional decisions to meet the needs of all learners. (4.g)
	• Effectively monitors instructional staff through coaching and collaboration in order to implement consistently high quality instructional practices.
	  ○ Ensures systematic delivery of actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation.
	  ○ Promotes consistently high quality teaching practices based on sound instructional theory, research on child learning and development, effective pedagogy, and the needs of each student. (4.c, 4.d)
	  ○ Ensures that instructional practice is intellectually challenging, differentiated, and personalized. (4.c, 4.d)
	  ○ Ensures that assessments are technically sound and consistent with best practices. (4.f)
	• Fosters an environment of systemic accountability for student achievement and a focus on improved teaching and learning, which includes holding all professional staff accountable for student learning outcomes.
	• Prioritizes protection of instructional time in order to maximize learning. (9.e)

EFFECTIVE PRACTICE: (5) Staff Leadership. The principal builds a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting, and leading teachers and staff in accord with the school's vision and core values.	
Unsatisfactory	**Basic**
The principal fails to effectively recruit, hire, retain, develop, support and lead high quality teachers and support staff in ways that accord with the school's vision and core values. The principal's personnel practices are ineffective, and a high functioning professional community has not been formed.	The principal's understanding and use of effective personnel practices is inconsistent or ineffective, and improvements are needed in the functions of recruiting, hiring, retaining, developing, supporting or leading high quality teachers and support staff in ways that accord with the school's vision and core values. The teachers and support staff are not yet formed into an effective professional community.

• Fails to establish clear expectations for all staff members.
  ○ Does not empower or entrust teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student.
  ○ Does not hold staff accountable for student success based on high expectations and professional standards.
• Does not use effective personnel practices aligned with the school's vision and core values to recruit, select, develop, and retain high-quality professional and support staff.
  ○ Does not effectively manage staff turnover and succession, consistently missing opportunities for effective induction and mentoring of new personnel.
• Is ineffective in fostering workplace conditions that promote a professional community emphasizing professional development, sound instructional practices, and student learning.
  ○ Does not engage in continuous learning and professional growth opportunities.
  ○ Fails to create a collaborative team culture for professional and support staff members.
  ○ Fails to develop staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth.
  ○ Does not provide effective mentoring opportunities to build staff leadership.
• The performance evaluation system and professional development programs are lacking or ineffective., with inadequate supervision and evaluation of staff members and failure to provide timely feedback and/or support.
	• Expectations for staff members may lack clarity.
	  ○ Does not fully empower or entrust teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student.
	  ○ Staff is only occasionally held accountable for student success based on high expectations and professional standards.
	• Is inconsistent or only partially effective in using personnel practices aligned with the school's vision and core values to recruit, select, develop, and retain high-quality professional and support staff.
	  ○ Inconsistently or ineffectively manages staff turnover and succession, missing some opportunities for effective induction and mentoring of new personnel.
	• Inconsistently fosters workplace conditions that promote a professional community emphasizing professional development, sound instructional practices, and student learning.
	  ○ Occasionally engages in continuous learning and professional growth opportunities.
	  ○ Efforts to create a collaborative culture encouraging continuous individual growth and/or leadership development are not fully developed.
	  ○ Attempts to develop staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth but is not fully effective in doing so.
	  ○ Mentoring opportunities to support new staff members and potential building leaders are infrequent or only somewhat ineffective.
	  ○ The performance evaluation system may not be fully effective, with inconsistent supervision and evaluation or lack of timely feedback and/or targeted support.

Ralston PUBLIC SCHOOLS

EFFECTIVE PRACTICE: (5) Staff Leadership. The principal builds a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting, and leading teachers and staff in accord with the school's vision and core values.	
Proficient	**Distinguished**
The principal develops a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, supporting, retaining, and leading high-quality teachers and staff in accord with the school vision and core values.	The principal builds a highly effective and engaged professional community within the school and develops the professional capacity and practice of personnel by consistently recruiting, selecting, developing, supporting, retaining, and leading high-quality teachers and staff in accord with the school vision and core values.

• Establishes clear expectations for all staff. -
• Empowers teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student.
  ○ Consistently holds staff accountable for student success based on high expectations and professional standards.
• Uses effective personnel practices aligned with the school's vision and core values to recruit, select, develop, and retain high quality professional and support staff.
  ○ Manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
• Fosters workplace conditions that promote a professional community emphasizing professional development, sound instructional practices, and student learning.
  ○ Engages in continuous learning and professional growth opportunities.
  ○ Creates a collaborative team culture that encourages continuous individual growth and leadership development.
  ○ Develops staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth.
  ○ Provides effective mentoring opportunities to build staff leadership.
  ○ Implements an effective performance evaluation system, supervising and evaluating each staff member to consistently provide timely feedback and targeted support.
	• Expectations for all staff are clear and consistent and support the school vision and core values.
	  ○ Consistently empowers teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student. (7.b; 7.c)
	  ○ Holds each staff member accountable for student success based on high expectations and professional standards. (7.d)
	• The school's vision and core values form the basis for effective recruitment, selection, and development of staff. (6.a)
	• Participates in activities that encourage the entrance of high-quality candidates into the education profession. (6.a)
	  ○ Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. (6.b)
	  ○ Uses technology to make personnel practices more effective and to identify exceptional candidates for both teaching and support positions.
	• Builds exemplary workplace conditions that promote a professional community that emphasizes professional development, sound instructional practices, and student learning. (6.f; 7a; 7.c)
	• Models continuous learning and professional growth for staff. (6.i)
	  ○ Creates a collaborative team culture for professional and support staff members that encourages continuous growth and leadership development. (6.d; 7.e; 7.g; 7.f)
	  ○ Develops staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth. (6.c)
	  ○ Consistently provides effective mentoring opportunities and seeks to improve systems of support for new staff and to develop building leadership. (6.g)
	  ○ Ensures highly effective supervision and performance evaluation programs that consistently provide each staff member with timely feedback and targeted support. (6.e)
	• Is sought out by other administrators for guidance and effective models of staff leadership.

Ralston PUBLIC SCHOOLS

EFFECTIVE PRACTICE: (6) Systems Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.	
Unsatisfactory	**Basic**
The principal's understanding of management functions is incomplete or his/her willingness or ability to carry out those functions is limited. The principal ineffectively manages the organization, operations, and resources of the school, resulting in a school that has an unsafe, inefficient, or ineffective learning environment.	The principal displays a basic understanding of and willingness to carry out school management functions, but he/she is inconsistent or not fully effective in managing, the organization, operations, and resources of the school in accordance with the school vision and core values. As a result, there may be problems that result in a learning environment that has some concerns related to safety, efficiency, or effectiveness.

• Ineffectively manages and monitors operations and administrative systems that promote the vision and core values of the school.
• Fails to consistently and effectively allocate resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement.
  ○ Only sporadically acts as a responsible, ethical, and accountable steward of the schools monetary and non-monetary resources.
  ○ Budgeting and accounting practices are not effectively managed.
  ○ Rarely manages staff resources effectively; fails to assign staff to roles that optimize professional capacity to address student needs.
• Fails to effectively monitor the school's site, facilities, services, and equipment.
  ○ Does not maintain basic data designed to deliver actionable information for classroom and school improvement.
• Ignores, or leaves unresolved, problems and areas of conflict among staff.
• Has very limited communication with community agencies about school safety issues.
• Fails to develop procedures for the use of technology within the school.
• Communicates on a very limited basis with policymakers as they develop regulations, policies, and laws that impact the school.
	• Sporadically manages and monitors operations and administrative systems that promote the vision and core values of the school.
	• Allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement.
	• The allocation may be inconsistent or less than fully effective.
	  ○ Generally acts as a responsible, ethical, and accountable steward of the schools monetary and non-monetary resources.
	  ○ Engages at a basic level in competent budgeting and accounting practices.
	  ○ Attempts to manage staff resources effectively, assigning staff to roles to optimize professional capacity to address student needs.
	• Adequately monitors the school's site, facilities, services, and equipment.
	  ○ Maintains some basic data in order to deliver actionable information for classroom and school improvement.
	• Identifies and resolves problems and manages conflicts as a basic level.
	• Has some communication with community agencies about school safety issues.
	• Develops procedures for the use of technology within the school.
	• Communicates on a limited basis with policymakers as they develop regulations, policies, and laws that impact the school.
	• Ensures basic compliance with local, state, and federal mandates.
	• Monitors the impact of school law and regulations on the school community, but may not have a full understanding of these issues.

Ralston PUBLIC SCHOOLS

EFFECTIVE PRACTICE: (6) Systems Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.	
Proficient	**Distinguished**
The principal ensures a safe, efficient, and effective learning environment for students and staff by competently managing the organization, operations, and resources of the school in accordance with the vision and core values of the school.	The principal has a broad and deep understanding of school management functions and systematically undertakes them. The principal's highly effective management of the organization, operations, and resources of the school results in a learning environment that is safe, highly effective, highly efficient, and in accordance with the vision of the school.

• Manages and monitors operations and administrative systems that promote the vision and core values of the school.
• Effectively allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement.
  ○ Consistently acts as a responsible, ethical, and accountable steward of the schools monetary and non-monetary resources.
  ○ Engages in effective budgeting and accounting practices.
  ○ Manages staff resources competently assigning staff to roles that optimize their professional capacity to address student needs.
• Consistently and effectively monitors the school's site, facilities, services, and equipment.
  ○ Maintains a relatively extensive amount of data in order to deliver actionable information for classroom and school improvement.
• Effectively identifies and resolves problems and manages conflicts.
• Communicates at a proficient level with community agencies to provide a safe school environment.
• Develops school-wide procedures for the effective use of technology within the school.
• Communicates effectively with policymakers as they develop regulations, policies, and laws that impact the school.
• Ensures compliance with local, state, and federal mandates.
• Monitors at the proficient level the impact of school law and regulations on the school community.
	• Effectively institutes, manages and monitors operations and administrative systems that promote the vision and core values of the school. (9.a)
	• Efficiently and effectively allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement.
	  ○ Always acts as a highly responsible, ethical, and accountable steward of the schools monetary and non-monetary resources. (9.d)
	  ○ Engages in efficient and effective budgeting and accounting practices.
	  ○ Strategically manages staff resources, assigning staff to roles that optimize their professional capacity to address student needs. (9.b)
	  ○ Works with the larger school community to allocate additional resources to enhance the school's educational program. (9.c)
	• Creates effective systems for the ongoing monitoring and improvement of the school's site, facilities, services, and equipment.
	  ○ Maintains data in a highly effective manner in order to deliver actionable information for classroom and school improvement. (9.g)
	• Collaborates with staff and others to proactively identify and resolve problems and manage conflict. (9.k)
	• Develops partnerships with key community individuals and organizations in order to enhance a safe school environment. (9.i, 9.j)
	• Develops procedures for the effective use of technology within the school. (9.f)
	• Effectively guides and influences policymakers as they develop regulations, policies, and laws that impact the school. (9.h, 9.j)
	• Monitors the impact of school law and regulations on the school community. (9.h, 9.j)
	• Ensures compliance with local, state and federal mandates. (9.h)

Ralston PUBLIC SCHOOLS

EFFECTIVE PRACTICE: (7) Culture for Learning. The principal creates a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.	
Unsatisfactory	**Basic**
The principal fails to provide the leadership to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.	The principal collaborates with staff in an attempt to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students, but these efforts may lack consistency or effectiveness. As a result, student growth may be less than expected.

• Expectations for student success are low and poor levels of student and staff performance are tolerated. As a result, the academic, physical, social and emotional growth of each student does not meet the standard.
  ○ Does not work effectively with staff to build and maintain a safe, caring, and healthy school environment, and results are inconsistent.
  ○ Does not attempt to identify barriers to student learning and development, or does not develop strategies to reduce or eliminate such barriers.
  ○ Does not demonstrate a recognition of and respect for diversity. Students' and the community's culture is not seen as an asset for teaching and learning.
• Makes little attempt to foster a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community, but results are inconsistent.
• The school culture is not based on an environment of respect and rapport; relationships among students and between students and staff are poor.
  ○ Student conduct is not addressed in a positive, fair, and unbiased manner.
• Recognition of student and staff achievement is rare.
• Is rarely visible in the school and community.
• Makes little effort to assess and modify the school climate and culture.
• Makes only minimal efforts or fails to provide equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.
  ○ Uses a very few and limited indicators of student performance to assess the academic, physical, social and emotional development of each student.
  ○ Provides a very limited system of academic and social supports and accommodations to meet student learning needs.
	• Expectations for student success may be lower than desirable and lower levels of student and staff performance are tolerated. The academic, physical, social and emotional growth of each student does not meet the standard.
	  ○ Works with staff to build and maintain a safe, caring, and healthy school environment, but results are inconsistent and student engagement is not consistently cultivated.
	  ○ May identify barriers to student learning and development, but does not devise effective strategies to reduce or eliminate them.
	  ○ Is not consistent in recognizing and respecting diversity; attempts to see students' and the community's culture as an asset for teaching and learning.
	  ○ Attempts to foster a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community, but results are inconsistent.
	  ○ Attempts to foster an environment of respect and rapport, with positive, fair, unbiased responses to student conduct; results are inconsistent.
	• Recognition of student and staff achievement is infrequent.
	• Maintains only a moderate level of visibility in the school and community.
	• Assessment of school climate and culture is not ongoing and few changes are made.
	• Attempts to provide equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students but results are inconsistent.
	  ○ Uses a limited range of performance indicators to assess academic, physical, social and emotional development of each student.
	  ○ Provides a somewhat limited system of academic and social supports and accommodations to meet student learning needs.

Ralston PUBLIC SCHOOLS

EFFECTIVE PRACTICE: (7) Culture for Learning. The principal creates a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.	
Proficient	**Distinguished**
The principal collaborates with staff to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.	The principal collaborates effectively with staff to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.

• Enhances the academic, physical, social and emotional growth of each student by creating a culture of high expectations for student success.
  ○ Works with staff to build and maintain a safe, caring, and healthy school environment that encourages student engagement and success.
  ○ Works with staff and community partners to identify barriers to student learning and development, and devises strategies to reduce or eliminate many of them.
  ○ Recognizes and respects diversity and sees students' and the community's culture as an asset for teaching and learning.
• Fosters a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
• Fosters an environment of respect and rapport based on clear guidelines for appropriate behavior and addresses student conduct in a positive, fair, and unbiased manner.
• Recognizes the accomplishments of students and staff.
• Maintains a high level of visibility in the school and community.
• Engages in ongoing assessment of the school climate and culture.
• Provides full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.
  ○ Uses multiple indicators of student performance to assess the academic, physical, social and emotional development of each student.
  ○ Provides an effective system of academic and social supports and accommodations to meet student learning needs.
	• Enhances the academic, physical, social and emotional growth of each student by developing a shared culture of high expectations for student success. (3.e; 5.a; 3.f)
	  ○ Works effectively with staff and the larger school community to build and maintain a safe, caring, and healthy school environment that encourages student engagement and success. (5.d)
	  ○ Works effectively with staff and community partners to identify barriers to student learning and development, and devises strategies to reduce or eliminate most of them. (3.e)
	  ○ Recognizes and respects diversity and promotes students' and the community's culture a vital asset for teaching and learning. (3.b, 5.f)
	• Fosters a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. (3.a; 5.b; 5.e)
	• Fosters an environment of respect and rapport based on clear and agreed upon guidelines for appropriate behavior and consistently addresses student conduct in a positive, fair, and unbiased manner. (3.d; 5e)
	• Recognizes and celebrates the accomplishments of students and staff.
	• Maintains a high level of visibility and demonstrates exceptional leadership in the school and community. (5.g, 5.h)
	• Purposefully engages in an ongoing and collaborative assessment of the school climate and culture to ensure the needs of all students are being met. (5.g, 5.h)
	• Builds the capacity for staff to promote full and equitable access to curricular and extracurricular programs that address the needs, interests, and abilities of all students. (3.c)
	  ○ Builds the capacity for staff to use multiple indicators of student performance to assess the academic, physical, social and emotional development of each student.
	  ○ Provides an effective system of academic and social supports and accommodations to meet student learning needs. (5.c)

Ralston PUBLIC SCHOOLS

EFFECTIVE PRACTICE: (8) Professional Ethics and Advocacy. The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.	
Unsatisfactory	**Basic**
The principal does not routinely act with the expected degree of fairness, integrity, and professional ethics and lapses in these behaviors may occur; he/she is not an effective advocate for his/her school or the educational system.	The principal usually acts with fairness, integrity and an acceptable level of professional ethics; he/she advocates for policies of equity and excellence but may be inconsistent or less than fully effective in doing so.

• Fails to place children at the center of education and accept appropriate responsibility for each student's academic success and well-being.
• Does not routinely model reflective practice, transparency, and ethical behavior in accordance with established standards.
  ○ May not always act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership.
  ○ May not always act according to the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement.
• Fails to effectively hold others in the school community accountable for adhering to established standards of integrity and ethical behavior.
• Frequently fails to treat others with dignity and respect and decisions are often criticized for not being just, fair, and equitable.
• Fails to sufficiently protect the established rights, access to equitable resources, and confidentiality of all students and staff.
• Fails to take into account others' perspectives of what is just, fair, and equitable in decision-making.
• Fails to recognize and respond effectively to the political, social, economic, legal, and cultural environment in which the school exists.
  ○ Is not an effective advocate for public policies that ensure appropriate and equitable resources for the education system and that support the vision and core values of the school.
	• Places children at the center of education and accepts appropriate responsibility for each student's academic success and wellbeing.
	• Attempts to model reflective practice, transparency, and ethical behavior, but these efforts may be inconsistent.
	  ○ Generally acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership.
	  ○ Generally acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement.
	• Does not always hold others in the school community accountable for demonstrating integrity and ethical behavior.
	• Generally treats others with dignity and respect, but may demonstrate some inconsistency.
	• May display limited knowledge of or commitment to protecting the established rights and confidentiality of students and staff, and of the need to provide equitable resources.
	• May not always take into account others' perspectives of what is just, fair, and equitable in decision-making.
	• May recognize the political, social, economic, legal, and cultural environment in which the school exists, but may not respond effectively to it.
	  ○ Is not a fully effective advocate for public policies that ensure appropriate and equitable resources for the education system and that support the vision and core values of the school.

Ralston PUBLIC SCHOOLS

EFFECTIVE PRACTICE: (8) Professional Ethics and Advocacy. The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.	
Proficient	**Distinguished**
The principal consistently acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.	The principal models an exceptionally high level of fairness, integrity, and professional ethics and provides leadership to staff and colleagues in these qualities; the principal is a strong advocate for policies of equity and excellence in support of the vision and core values of the school.

• Places children at the center of education and accepts appropriate responsibility for each student's academic success and wellbeing.
• Models reflective practice, transparency, and ethical behavior.
  ○ Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership.
  ○ Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement.
• Holds others in the school community accountable for adhering to established standards of integrity and ethical behavior.
• Treats others with dignity and respect.
• Protects the established rights, access to equitable resources, and confidentiality of students and staff.
• Strives to make decisions that are just, fair, and equitable.
• Responds professionally to the political, social, economic, legal, and cultural environment in which the school exists.
  ○ Advocates for public policies that ensure appropriate and equitable resources for the education system and that support the vision and core values of the school.
	• Consistently places children at the center of education and accepts responsibility for each student's academic success and well-being. (2c)
	• Models reflective practice, transparency, and ethical behavior at a very high level and influences others to practice similar behaviors. (2.a; 2.b; 2.f)
	  ○ Consistently acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership. (2.a)
	  ○ Consistently acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement. (2.b)
	• Models and holds others in the school community accountable for adhering to high standards of integrity and ethical behavior. (2.f)
	• Consistently treats students, staff, parents, and community members with dignity and respect and ensures that other members of the school community do likewise. (2.e)
	• Protects and advocates for the established rights and confidentiality of students and staff. (2.d)
	• Considers decisions from diverse perspectives and strives to make decisions that are just, fair, and equitable. (2.d)
	• Positively influences the political, social, economic, legal, and cultural environment in which the school exists.
	  ○ Advocates strongly for public policies that ensure access to appropriate and equitable resources for the education system and that support the vision and core values of the school.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN	
Unsatisfactory	**Basic**
The Individual Professional Development Plan's goals have not been met to a satisfactory degree. Implementation of the plan has not led to a positive change in job performance.	The Individual Professional Development Plan's goals have not been met or have been only partially met on an overall basis. There is limited evidence to date that implementation of the Plan has led to a positive change in job performance.
Proficient	**Distinguished**
The Individual Professional Development Plan's goals have been met or nearly met on an overall basis. There is evidence that implementation and completion of the Plan has led to a positive change in job performance.	The Individual Professional Development Plan's goals have been met or exceeded in all respects. There is evidence that implementation and completion of the Plan has led to significant, positive, and lasting change in job performance

OVERALL RATING	
Unsatisfactory	**Basic**
In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for most evaluative criteria and is satisfactorily participating in an improvement plan for those criteria rated below "Proficient."
Proficient	**Distinguished**
In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional improvement and school and/or district leadership efforts.	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for all evaluative criteria and exceeds expected performance in many respects. He/she is actively engaged in professional improvement and provides leadership to other school/district administrators.

Principal Formative/Summative Evaluation

Principal Name:

School:

Evaluator:

School Year:

Timeframe (Dropdown):

- Formative
- Summative

The evaluator will complete this evaluation document as part of the formative and summative evaluation process. Following the completion of the document, the principal and evaluator will meet to discuss the principal's performance on the eight effective practices.

EFFECTIVE PRACTICE: (1) Vision for Learning. The principal uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student wellbeing.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: (2) Developing Relationships. The principal develops and supports productive relationships with students, staff, families, and the community in an effort to support and enhance each student's academic success and wellbeing.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: (3) Continuous School Improvement. The principal leads a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: (4) Instructional Leadership. The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student's academic success and well-being.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: (5) Staff Leadership. The principal builds a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting, and leading teachers and staff in accord with the school's vision and core values.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			

EFFECTIVE PRACTICE: (6) Systems Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: (7) Culture for Learning. The principal creates a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: (8) Professional Ethics and Advocacy. The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			

OVERALL RATING: (dropdown)

Unsatisfactory

Basic

Proficient

Distinguished

Summary of Effective Practices

Areas of Strength:

Areas of Growth:

My signature certifies that the evaluation results have been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in the evaluation.

Principal Signature:

Evaluator Signature:

Principal Self-Reflection

Principal Name:

School:

Evaluator:

School Year:

Timeframe (Dropdown):

- Beginning of Year (1st year only)
- Mid Year
- End of Year

The principal will complete this document as a reflective tool related to the Principal Framework. This will be shared at the initial goal setting meeting (new administrators only), mid year meeting, and at the end of the year meeting with the evaluator.

EFFECTIVE PRACTICE: (1) Vision for Learning. The principal uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student wellbeing.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (2) Developing Relationships. The principal develops and supports productive relationships with students, staff, families, and the community in an effort to support and enhance each student's academic success and wellbeing.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (3) Continuous School Improvement. The principal leads a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: (4) Instructional Leadership. The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student's academic success and well-being.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (5) Staff Leadership. The principal builds a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting, and leading teachers and staff in accord with the school's vision and core values.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			

EFFECTIVE PRACTICE: (6) Systems Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (7) Culture for Learning. The principal creates a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: (8) Professional Ethics and Advocacy. The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			

Summary of Effective Practices

Areas of Strength:

Areas of Growth:

My signature certifies that the evaluation results have been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in the evaluation.

Principal Signature:

Evaluator Signature:

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Individual Professional Development Plan

Principal Name:

School:

Evaluator:

School Year:

At the beginning of the first year for new administrators, and at the end of the previous year for returning administrators, principals will create an individual professional development plan. This plan will focus on the area the individual plans to further develop to grow their effective practices within the Principal Framework. The principal may elect to have one or two goal areas.

Professional Development Goal 1 (dropdown):
Vision for Learning
Developing Relationships
Continuous School Improvement
Instructional Leadership
Staff Leadership
Systems Management
Culture for Learning
Professional Ethics & Advocacy

Goal 1 Action Plan (include timeline and benchmarks):

Support/Resources Requested:

Measure of Progress:

Professional Development Goal 2 (dropdown):
Vision for Learning
Developing Relationships
Continuous School Improvement
Instructional Leadership
Staff Leadership
Systems Management
Culture for Learning
Professional Ethics & Advocacy

Goal 2 Action Plan (include timeline and benchmarks):

Support/Resources Requested:

Measure of Progress:

Principal Signature:

Evaluator Signature:

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Principal Evaluation System

Board of Education Policy: 4030
AdvancED Standard: Leadership Capacity

Policy Approved--July 2016

Ralston PUBLIC SCHOOLS

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4030
Evaluation of Certified Employees

All certificated employees to be evaluated shall be notified annually in writing. A certified administrator, with the exception of the local board of education when it is evaluating the superintendent, will observe and evaluate each probationary certified employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once each school year. If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to teachers only.

The Ralston Public Schools shall provide procedures for the evaluation of staff. The evaluation shall serve as a basis for improvement of performance and continued employment in the Ralston School District. The procedures shall provide a source of information for sound decision-making as well as for counseling, for in-service training, and for continual growth of all employees. The procedures shall provide not only for the identification and improvement of staff skills and abilities that enhance the learning process, but also for the dismissal of those who do not meet the standards of the District.

The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing.

The school district will train administrators in evaluation annually through meetings with the superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

Entire Instructional Period. For certificated employees whose classes are held during defined periods of time (e.g., high school classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods, consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

Actual Classroom Observation. Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing activities that are typical of his or her position.

Additional evaluations, both formal and informal, may be conducted as the administration deems appropriate.

This policy and the evaluation instrument shall be distributed to staff members upon their employment and annually thereafter.

Adopted on: July 25, 2016
Revised on:

Ralston PUBLIC SCHOOLS

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Reviewed on: July 25, 2016

AdvancED Domain 1: Leadership Capacity

Purpose:

The principal evaluation system is designed to provide principals with direction for professional growth and feedback on performance. The quality indicators provided in this document are intended to provide the principal and the evaluator a guide for performance review and a format for professional conversation.

~~**Quality Indicators:**~~

~~*Vision, Instruction*, and *Management* are the three categories for principal review. Each category is divided into sub-categories with indicators for performance. The evaluator will rate performance by category and sub-category. A principal receiving an ineffective rating in one of the three categories will be placed on a plan of assistance.~~

~~The quality indicators for each subcategory are intended to provide guidance for the principal and evaluator in determining professional performance, professional growth, and points of emphasis. It should be understood that all principals will have areas of strength as well as growth areas. The evaluator will make a performance determination of the categories based on the sub-category judgments.~~

Effective Practices:

There are eight effective practices within the Principal Framework. The evaluator will rate performance by category.

The effective practices are intended to serve as guidance for the principal and evaluator in determining professional performance, growth, and points of emphasis. It should be understood that all principals will have areas of strength and growth. The evaluator will make an overall performance determination based on the eight effective practices in the principal framework.

1. Vision for Learning
2. Developing Relationships
3. Continuous School Improvement
4. Instructional Leadership
5. Staff Leadership
6. Systems Management
7. Culture for Learning
8. Professional Ethics & Advocacy

Evaluation Cycle and Required Documentation:

Probationary principals shall be observed and evaluated at least once each semester. Permanent or tenured principals shall be evaluated at least once each school year. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the principal or in the discretion of the primary evaluator. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less

than 40 minutes. A formative evaluation will be completed in the middle of the year, at the same time the principal completes the self-reflection. A summative evaluation will be completed at the end of the year, as the same time the principal completes an end of year self-reflection. Each administrator will complete an *Individual Professional Development Plan* annually. The *Individual Professional Development Plan* will include identifying one or two specific and measurable goals based on the effective practices, and then developing a plan to achieve the desired goal. ~~The evaluation culminates in a final summative evaluation. The final summative evaluation requires the completion of the *Principal Summative Evaluation form*, which is based upon the completion of a *Principal Summary Evaluation Rating Form* from each completed observation.~~ An *unsatisfactory* rating in one of the effective practices will require an individual to be placed on a plan of assistance. All required documents will be shared with the principal being evaluated and will be kept on file in the Office of the Superintendent.

Principal Evaluation Rating Scale

Rating Scale	Points Earned	Increase
3 - Distinguished	31-36	3.0%
2 - Proficient	24-30	2.0%
1 - Basic	15-23	1.0%
0 - Unsatisfactory	0-14	0.0%

Base Salary and Performance Pay Structure

All principals and assistant principals will be evaluated using the Ralston Public Schools Principal Evaluation System. Evaluations of building level principals will be conducted by the superintendent or a cabinet level designee. All assistant principals will be evaluated by the principal in their building in cooperation with a superintendent or a cabinet level designee. All evaluations will be conducted using the prescribed principal evaluation system. Evaluations should be completed prior to July 1st of each year.

Base Salary and Annual Evaluation Increases

Upon accepting a principal position with the Ralston Public Schools the superintendent will set a starting salary that will be referred to as your starting base salary. Principals and assistant principals will earn annual base salary increases based upon the results of their evaluation. Base salary increase percentages are listed in the principal evaluation rating scale. Base salary increases will be figured only on a principal's base salary and will not include any performance pay that was potentially earned. The Board of Education reserves the authority to suspend annual increases in tight financial times. Even if base salary increases are frozen, all principals will still be evaluated annually.

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Principal Pay for Performance Structure

All principals and assistant principals have the opportunity to earn additional pay above their annual base salary for meeting or exceeding student academic performance targets for the buildings in which they serve. The performance data to determine additional pay will be validated through the appropriate testing agencies or the Nebraska Department of Education. Performance pay will be paid to principals and assistant principals in one or two annual installments depending on the size of the payment and employee preference. Performance pay will not be included in annual base salary computations.

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EFFECTIVE PRACTICE: (1) Vision for Learning. The principal uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student wellbeing.	
Unsatisfactory	**Basic**
The principal ineffectively analyzes data, or fails to engage key school and community members in shaping a vision and set of core values designed to result in improved student achievement and enhanced student well-being.	The principal conducts a limited analysis of data on current practices and outcomes and is inconsistent in engaging school and community members in shaping a vision and set of core values designed to result in improved student achievement and enhanced student wellbeing.

• Rarely collaborates with school staff and the community to define and build commitment to the vision and core values of the school.
• Ineffectively communicates the vision and core values of the school to the staff and community.
• Fails to use the vision and core values to establish goals for teaching and learning.
• Fails to design and implement instructional and organizational practices aligned to the vision and core values of the school.
• Fails to model and pursue the school's vision and core values in all aspects of leadership, and fails to utilize the vision and core values to inform decision-making.
• Makes minimal effort or fails to ensure vision and core value alignment with district, state, and federal policies.
• Haphazardly reviews and revises the vision and core values.
  ○ Unilaterally develops the vision and core values or bases them on limited information and perspective.
	• Collaborates sporadically with members of the school community in order to build commitment to the school's vision and core values.
	• Communicates the vision and core values to the school and community on a limited basis Ineffectively uses the vision and core values to establish goals for teaching and learning.
	• Inconsistently designs and implements instructional and organizational practices aligned to the vision and core values of the school.
	• Inconsistently models and pursues the school's vision and core values in all aspects of leadership, with inconsistent utilization of vision and core values as a basis for decision-making.
	• May not ensure that the vision and core values are aligned to district, state, and federal policies. Is not systematic in reviewing and revising the vision and core values of the school.
	  ○ Conducts a limited analysis of information about school demographics, practices and outcomes, in order to develop the school's vision and core values.

Ralston PUBLIC SCHOOLS

DRAFT

EFFECTIVE PRACTICE: (1) Vision for Learning. The principal uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student wellbeing.	
Proficient	**Distinguished**
The principal analyzes multiple sources of data and engages key school and community members in order to shape a shared vision and set of core values designed to result in improved student achievement and enhanced student well-being.	The principal implements a systematic and comprehensive analysis of multiple sources of data and collaborates extensively and effectively with school and community members in order to shape a shared vision and set of core values that results in a high level of student achievement, closing of achievement gaps, and enhanced student well-being

• Collaborates with and engages school staff and the community to build commitment to the vision and core values of the school.
• Widely communicates the vision and core values in order to establish high expectations for student performance and well-being.
• Effectively uses the vision and core values to develop rigorous and measurable goals for teaching and learning.
• Designs and implements instructional and organizational practices aligned to the vision and core values of the school.
• Models and pursues the school's vision and core values in all aspects of leadership, and uses them as a basis for decisionmaking.
• Ensures that the vision and core values are aligned to district, state, and federal policies.
• Systematically reviews the vision and core values and revises as appropriate.
  ○ Analyzes varied sources of information about the school's demographics, current practices, and outcomes to inform the vision and core values of the school.
	• Consistently collaborates with school staff and diverse community groups to define and build commitment to the vision and core values of the school (1.a, 1.b).
	• Continuously and widely communicates the vision and core values in order to establish high expectations for student performance and well-being (1.c).
	• Diligently and effectively uses the vision and core values to collaboratively develop rigorous and measurable goals for teaching and learning (1.d).
	• Diligently and effectively designs and implements instructional and organizational practices aligned to the vision and core values of the school (1.d).
	• Builds ownership and a sense of efficacy in staff as they work toward goal achievement (1.f). Diligently models and pursues the school's vision and core values in all aspects of leadership, using the school's vision as the basis for decision-making (1.g).
	• Ensures the vision and core values are aligned to district, state, and federal policies. Implements a cycle of data collection and review and develops a process for continuous refinement of the vision and core values of the school (1.e).
	  ○ Systematically and comprehensively analyzes varied sources of information about the school's demographics, current practices, and outcomes to inform the vision and core values of the school.

Ralston PUBLIC SCHOOLS

DRAFT

EFFECTIVE PRACTICE: (2) Developing Relationships. The principal develops and supports productive relationships with students, staff, families, and the community in an effort to support and enhance each student's academic success and wellbeing.	
Unsatisfactory	**Basic**
The principal fails to effectively engage in the conversations and activities necessary to develop positive, productive relationships with students, staff, families, and the community. The principal fails to build support for the school's vision and core values. The principal fails to realize the potential for promoting the school vision and supporting student's academic success and well-being.	The principal attempts to develop positive and productive relationships with students, staff, families and the community, but these attempts may be haphazard or less than fully effective. As such, the potential for promoting the school vision and the potential for supporting student's academic success and well-being is not fully realized.

• Fails to build family and community relationships that support the vision and core values of the school.
• Often fails to be approachable, accessible, and welcoming to families and members of the community.
• Employs a limited number of personal and public communication strategies, communication is primarily one way, and the principal does little to seek diverse perspectives.
• Attempts to create an environment of respect and understanding are limited or ineffective; relationships within the school and between school and community are often negative.
• Only limited efforts are made to engage families and the community in the learning process.
  ○ Has not developed the school as a community center or resource for families and community members.
  ○ Does not maintain an active presence in the community and rarely attempts to understand its strengths and needs, and engage its resources for the school.
  ○ Makes little use of the community's cultural, social, and intellectual resources.
  ○ Is not particularly aware of the community's culture and makes little effort to increase his/her understanding.
  ○ Has limited contact with community leaders and makes little effort to build partnerships.
	• Attempts to engage in conversations and other activities throughout the school and community in order to develop positive and effective relationships and advocate publicly for the importance of education, student needs, and educational priorities. Is generally approachable, accessible, and welcoming to families and members of the community.
	• Employs some effective personal and public communication strategies and provides information to staff and families, but communication tends to be routine and one-way and only limited effort is made to seek diverse perspectives.
	• Works at developing an environment of respect and understanding within the school, but efforts are inconsistent or not fully effective.
	• Makes some effort to engage families and the community in the learning process, but a stronger effort is needed in order to achieve effective results.
	  ○ Beginning to promote the school as a community center and resource for families and community members.
	  ○ Maintains a limited presence in the community and attempts to understand its strengths and needs, and engage its resources for the school.
	  ○ Is somewhat cognizant of the community's culture and makes an effort to increase his or her understanding, but a stronger effort is needed in order to be effective.
	  ○ Developing an ability to identify the community's cultural, social, and intellectual resources, and make use of them to strengthen the school and promote student learning and well-being.
	  ○ Is developing relationships with community leaders but is not yet creating strategic partnerships to benefit the school.

Ralston PUBLIC SCHOOLS

DRAFT

EFFECTIVE PRACTICE: (2) Developing Relationships. The principal develops and supports productive relationships with students, staff, families, and the community in an effort to support and enhance each student's academic success and well-being.	
Proficient	**Distinguished**
The principal develops positive and productive relationships with students, staff, families, and the community in an effort to promote the school vision and support each student's academic success and well-being.	The principal places a high priority on developing positive and productive relationships with students, staff, families, and the community in an effort to promote the school vision and support each student's academic success and well-being.

• Engages in purposeful conversations and other activities throughout the school and community in order to develop positive and effective relationships and to advocate publicly for the importance of education, student needs, and educational priorities.
• Is approachable, accessible, and welcoming to families and members of the community.
• Employs effective communications strategies, both personal and public, to keep students, staff, families, and community members informed and to seek their perspectives on issues affecting the school.
  ○ Seeks a range of diverse perspectives on school issues.
• Works effectively with students, staff, families, and others to create an environment of respect and understanding within the school.
• Encourages active family and community participation in the learning process to support student academic success and wellbeing.
  ○ Promotes the school as a community center and resource for families and community members.
  ○ Maintains a strong presence in the community in order to understand its strengths and needs, and engage its resources for the school.
  ○ Is cognizant of the culture of the community and seeks further understanding of it in order to enhance student learning.
  ○ Makes use of the community's cultural, social, and intellectual resources to strengthen the school and promote student learning and school improvement.
  ○ Creates strategic partnerships with business, religious, political, and other community leaders to promote student learning and well-being.
	• Engages in purposeful conversations and other activities throughout the school and community in order to develop positive and effective relationships and to advocate publicly for the importance of education, student needs, and educational priorities. (8.b; 8.h; 8.i)
	• Is highly approachable, accessible, and welcoming to families and members of the community. (8.a)
	• Employs a wide variety of effective communication strategies, both personal and public, to keep students, staff, families, and the community informed and involved in the life of the school and to seek their perspectives on issues affecting the school. (8.c, 8.e)
	  ○ Ensures a wide range of diverse perspectives on school issues.
	• Fosters an environment of respect and understanding within the school and develops mechanisms for managing conflict that result in effective resolutions that promote human dignity.
	• Encourages active family and community participation in the learning process, develops programs and activities that foster such participation, and builds a school and community focus on increasing student academic success and well-being. (8.e; 8.h)
	• Promotes the school as a community center and resource for families and community members, and develops programs and activities to enhance family and community member commitment to the school. (8.g)
	  ○ Maintains a strong and continuous presence in the community in order to understand its strengths and needs, and engage its resources for the school. (8.d)
	  ○ Has a deep understanding of the community's culture and how it impacts student learning. (8.f)
	  ○ Seeks out and draws frequently upon the community's cultural, social, and intellectual resources in order to strengthen the school and improve learning opportunities for students. (8.f)
	  ○ Actively seeks out a variety of community leaders, creates strategic partnerships, and builds community commitment to the school and its students. (8.j)

Ralston PUBLIC SCHOOLS

DRAFT

EFFECTIVE PRACTICE: (3) Continuous School Improvement. The principal leads a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.	
Unsatisfactory	**Basic**
The principal is ineffective in leading the continuous school improvement process and fails to develop essential components of the process.	The principal leads a continuous school improvement process but with inconsistent outcomes; as a result, improvement in student performance and school effectiveness are limited.

• Fails to collect and review student achievement and behavior data to identify improvement efforts and/or inform decision making.
• Fails to collaborate effectively with the school community to set goals, develop, implement, and monitor action plans.
  ○ Approves action plans that may not include research-based instructional practices to improve teaching and learning.
  ○ Makes little attempt to ensure that team and individual teacher goals are aligned with building improvement plans.
  ○ Ineffectively collaborates with staff throughout the continuous improvement process.
• Makes little attempt to build the capacity of staff through professional development efforts that align with the school improvement plan.
• Is not effective in promoting leadership among teachers and staff.
• Rarely monitors and analyzes progress on the improvement plan.
  ○ Fails to engage the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement
  ○ Fails to align the building school improvement plan with district, state, and federal requirements.
• Makes little use of technology to increase school efficiency and effectiveness.
  ○ Is not effective in managing the process of change within the school.
	• Collects and reviews a limited amount of student achievement and behavioral data to identify improvement efforts, and infrequently utilizes results to inform decision-making.
	• Collaborates on a limited basis with the school community to set goals, develop, implement, and monitor action plans designed to improve student achievement and enhance student well-being.
	  ○ Creates action plans that may or may not include research-based instructional practices to improve teaching and learning.
	  ○ Attempts to ensure that team and individual teacher goals are aligned with building improvement plans, but may do so inconsistently.
	• Attempts to build the capacity of staff through professional development efforts that align with the school improvement plan.
	  ○ Is less than fully effective in promoting leadership among teachers and staff. Infrequently monitors and analyzes progress on the school improvement plan, and makes limited appropriate adjustments.
	  ○ Attempts, on a limited basis, to engage the school community in a process of evidence-based inquiry, strategic goal setting, planning, implementation, and evaluation for continuous school improvement.
	  ○ Aligns the school improvement plan only partially with district, state, and federal requirements. Makes some use of technology, which may or may not increase school efficiency and effectiveness.
	  ○ Is less than fully effective in managing the process of change within the school.

Ralston PUBLIC SCHOOLS

DRAFT

EFFECTIVE PRACTICE: (3) Continuous School Improvement. The principal leads a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.	
Proficient	**Distinguished**
The principal leads a systematic continuous school Improvement process that results in improved student academic performance, enhanced student well- being, and greater school effectiveness.	In collaboration with members of the school community, the principal leads a systematic continuous school improvement process that results in change initiatives promoting improved student academic achievement, enhanced student well-being, and greater school effectiveness.

• Systematically collects and routinely analyzes multiple sources of student achievement and behavioral data to identify targeted improvement efforts and inform decision making.
• Collaborates with the school community to set goals, develop, implement, and monitor action plans designed to improve student achievement and enhance student well-being.
  ○ Creates action plans that include research-based instructional practices to improve teaching and learning.
  ○ Ensures that team and individual teacher goals are systematically aligned with building improvement plans.
• Aligns professional development efforts with the school improvement plan.
  ○ Promotes leadership and builds capacity among teachers and staff.
• Frequently monitors and analyzes progress on the improvement plan and makes appropriate adjustments.
  ○ Engages the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement.
  ○ Ensures alignment of building improvement plans with state and federal requirements. Uses technology to increase school efficiency and effectiveness.
  ○ Effectively manages the process of change within the school.
	• Systematically collects and routinely analyzes multiple sources of data to identify targeted improvement efforts and inform decision making. Sources may include norm and criterion-referenced achievement data, behavioral data, student demographics, and other school and community information. (10.a, 10.b, 10.g)
	• Collaborates systematically with staff, students, parents, and community members to set goals, develop, implement, and monitor action plans designed to improve student achievement and enhance student well-being. (10.d, 10.c)
	  ○ Fosters the development of action plans that include research-based instructional practices to improve teaching and learning. (10.e)
	  ○ Ensures that team and individual teacher goals are systematically aligned with building improvement plans and are frequently monitored to ensure improved student learning. (10.h)
	• Aligns extensive professional development efforts with the school improvement plan, and focuses on changing adult behaviors that lead to higher levels of student learning. (10.f)
	  ○ Strategically promotes leadership and builds capacity among teachers and staff. (10.j)
	• Continuously monitors and analyzes progress on the improvement plan and makes appropriate adjustments. (10.a, 10.b)
	  ○ Engages the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation, and evaluation for continuous school improvement. (10.c)
	  ○ Ensures alignment of building improvement plans with state and federal requirements. (10.h)
	• Uses technology in innovative ways to increase school efficiency and effectiveness. (10.g)
	• Effectively leads the process of change within the school, including managing uncertainty and risk and the politics of change. (10.i)
	• May serve as a resource for other schools in school improvement plan development, implementation, and monitoring.

Ralston PUBLIC SCHOOLS

DRAFT

EFFECTIVE PRACTICE: (4) Instructional Leadership. The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student's academic success and well-being.	
Unsatisfactory	**Basic**
The principal fails to provide effective leadership toward the implementation of a rigorous curriculum, effective instruction, quality assessment practices, and accountability for student learning.	The principal provides limited leadership toward the implementation of a rigorous curriculum, effective instruction, assessment practices, and accountability for student learning.

• Works ineffectively with staff to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs.
  ○ Does not ensure that the curriculum is based on district and state content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning.
  ○ Fails to coordinate systems of curriculum, instruction, and assessment to promote academic achievement, effective learner behaviors, and a respect for learning among students.
• Collects student data for reporting purposes, but fails to use it to inform instructional decision-making or improve achievement.
  ○ Rarely communicates with staff on the improvement of the curricular and instructional program.
  ○ Demonstrates very limited knowledge of curriculum and research-based instructional practices.
  ○ Makes little effort to ensure or support instructional practice that is intellectually challenging, differentiated, and personalized.
  ○ Fails to ensure or support employment of assessments that are technically sound and consistent with best practices.
• Rarely holds self and staff accountable for the growth of student achievement across the curriculum.
• Makes little effort to protect instructional time.
	• Works intermittently with staff to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs.
	  ○ Does not consistently ensure that the curriculum is based on district and state content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning.
	  ○ Inconsistently coordinates systems of curriculum, instruction, and assessment to promote academic achievement, effective learner behaviors, and a respect for learning among students. Inconsistently monitors instructional practices and may not use collected data to inform instructional decision-making.
	  ○ Is inconsistent in communication with staff on the improvement of curricular, instructional, and assessment programs.
	  ○ Demonstrates limited knowledge of curriculum and research-based instructional practices.
	  ○ Does not consistently ensure or support instructional practice that is intellectually challenging, differentiated, and personalized.
	  ○ May not always ensure or support employment of assessments that are technically sound and consistent with best practices.
	• Only intermittently holds self and staff accountable for the growth of student achievement across the curriculum. Makes limited efforts to protect instructional time.

Ralston PUBLIC SCHOOLS

DRAFT

EFFECTIVE PRACTICE: (4) Instructional Leadership. The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student's academic success and well-being.	
Proficient	**Distinguished**
The principal provides leadership to ensure the implementation of a rigorous curriculum, effective instruction, assessment practices, and accountability for student learning.	The principal provides systematic and collaborative leadership to ensure implementation of a rigorous curriculum, highly effective instruction, quality assessment practices, and accountability for student learning.

• Works collaboratively with staff to analyze student performance data from multiple assessments and to evaluate the curriculum, instructional, and assessment programs.
  ○ Ensures that the curriculum is based on district and state content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning.
  ○ Coordinates systems of curriculum, instruction, and assessment to promote academic achievement, effective learner behaviors, and a respect for learning among students.
• Monitors instructional practices through collection and reporting of data to ensure fidelity to content standards of district curriculum.
  ○ Provides actionable feedback about instruction and professional practice through systems of supervision and evaluation.
  ○ Promotes teaching practices based on sound instructional theory, research on child learning and development, effective pedagogy, and the needs of each student.
  ○ Supports that instructional practice is intellectually challenging, differentiated, and personalized.
  ○ Supports employment of assessments that are technically sound and consistent with best practices.
• Holds self and staff accountable for the growth of student achievement across the curriculum. Protects instructional time in order to maximize learning.
	• Works extensively with staff to analyze student achievement and program data to evaluate and make informed decisions regarding curriculum, instructional practices, and assessment programs.
	  ○ Ensures that the curriculum is based on district, state, and other appropriate content standards, provides multiple perspectives, is culturally responsive, and embodies high expectations for student learning. (4.a)
	  ○ Coordinates extensive systems of curriculum, instruction, and assessment in a highly effective manner in order to promote academic achievement, effective learner behaviors, and a respect for learning among students. (4.b)
	  ○ Ensures efficient use of data to inform instructional decisions to meet the needs of all learners. (4.g)
	• Effectively monitors instructional staff through coaching and collaboration in order to implement consistently high quality instructional practices.
	  ○ Ensures systematic delivery of actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation.
	  ○ Promotes consistently high quality teaching practices based on sound instructional theory, research on child learning and development, effective pedagogy, and the needs of each student. (4.c, 4.d)
	  ○ Ensures that instructional practice is intellectually challenging, differentiated, and personalized. (4.c, 4.d)
	  ○ Ensures that assessments are technically sound and consistent with best practices. (4.f)
	• Fosters an environment of systemic accountability for student achievement and a focus on improved teaching and learning, which includes holding all professional staff accountable for student learning outcomes.
	• Prioritizes protection of instructional time in order to maximize learning. (9.e)

Ralston PUBLIC SCHOOLS

DRAFT

EFFECTIVE PRACTICE: (5) Staff Leadership. The principal builds a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting, and leading teachers and staff in accord with the school's vision and core values.	
Unsatisfactory	**Basic**
The principal fails to effectively recruit, hire, retain, develop, support and lead high quality teachers and support staff in ways that accord with the school's vision and core values. The principal's personnel practices are ineffective, and a high functioning professional community has not been formed.	The principal's understanding and use of effective personnel practices is inconsistent or ineffective, and improvements are needed in the functions of recruiting, hiring, retaining, developing, supporting or leading high quality teachers and support staff in ways that accord with the school's vision and core values. The teachers and support staff are not yet formed into an effective professional community.

• Fails to establish clear expectations for all staff members.
  ○ Does not empower or entrust teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student.
  ○ Does not hold staff accountable for student success based on high expectations and professional standards.
• Does not use effective personnel practices aligned with the school's vision and core values to recruit, select, develop, and retain high-quality professional and support staff.
  ○ Does not effectively manage staff turnover and succession, consistently missing opportunities for effective induction and mentoring of new personnel.
• Is ineffective in fostering workplace conditions that promote a professional community emphasizing professional development, sound instructional practices, and student learning.
  ○ Does not engage in continuous learning and professional growth opportunities.
  ○ Fails to create a collaborative team culture for professional and support staff members.
  ○ Fails to develop staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth.
  ○ Does not provide effective mentoring opportunities to build staff leadership.
• The performance evaluation system and professional development programs are lacking or ineffective., with inadequate supervision and evaluation of staff members and failure to provide timely feedback and/or support.
	• Expectations for staff members may lack clarity.
	  ○ Does not fully empower or entrust teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student.
	  ○ Staff is only occasionally held accountable for student success based on high expectations and professional standards.
	• Is inconsistent or only partially effective in using personnel practices aligned with the school's vision and core values to recruit, select, develop, and retain high-quality professional and support staff.
	  ○ Inconsistently or ineffectively manages staff turnover and succession, missing some opportunities for effective induction and mentoring of new personnel.
	• Inconsistently fosters workplace conditions that promote a professional community emphasizing professional development, sound instructional practices, and student learning.
	  ○ Occasionally engages in continuous learning and professional growth opportunities.
	  ○ Efforts to create a collaborative culture encouraging continuous individual growth and/or leadership development are not fully developed.
	  ○ Attempts to develop staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth but is not fully effective in doing so.
	  ○ Mentoring opportunities to support new staff members and potential building leaders are infrequent or only somewhat ineffective.
	  ○ The performance evaluation system may not be fully effective, with inconsistent supervision and evaluation or lack of timely feedback and/or targeted support.

Ralston PUBLIC SCHOOLS

DRAFT

EFFECTIVE PRACTICE: (5) Staff Leadership. The principal builds a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting, and leading teachers and staff in accord with the school's vision and core values.	
Proficient	**Distinguished**
The principal develops a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, supporting, retaining, and leading high-quality teachers and staff in accord with the school vision and core values.	The principal builds a highly effective and engaged professional community within the school and develops the professional capacity and practice of personnel by consistently recruiting, selecting, developing, supporting, retaining, and leading high-quality teachers and staff in accord with the school vision and core values.

• Establishes clear expectations for all staff. -
• Empowers teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student.
  ○ Consistently holds staff accountable for student success based on high expectations and professional standards.
• Uses effective personnel practices aligned with the school's vision and core values to recruit, select, develop, and retain high quality professional and support staff.
  ○ Manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
• Fosters workplace conditions that promote a professional community emphasizing professional development, sound instructional practices, and student learning.
  ○ Engages in continuous learning and professional growth opportunities.
  ○ Creates a collaborative team culture that encourages continuous individual growth and leadership development.
  ○ Develops staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth.
  ○ Provides effective mentoring opportunities to build staff leadership.
  ○ Implements an effective performance evaluation system, supervising and evaluating each staff member to consistently provide timely feedback and targeted support.
	• Expectations for all staff are clear and consistent and support the school vision and core values.
	  ○ Consistently empowers teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student. (7.b; 7.c)
	  ○ Holds each staff member accountable for student success based on high expectations and professional standards. (7.d)
	• The school's vision and core values form the basis for effective recruitment, selection, and development of staff. (6.a)
	• Participates in activities that encourage the entrance of high-quality candidates into the education profession. (6.a)
	  ○ Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. (6.b)
	  ○ Uses technology to make personnel practices more effective and to identify exceptional candidates for both teaching and support positions.
	• Builds exemplary workplace conditions that promote a professional community that emphasizes professional development, sound instructional practices, and student learning. (6.f; 7a; 7.c)
	• Models continuous learning and professional growth for staff. (6.i)
	  ○ Creates a collaborative team culture for professional and support staff members that encourages continuous growth and leadership development. (6.d; 7.e; 7.g; 7.f)
	  ○ Develops staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth. (6.c)
	  ○ Consistently provides effective mentoring opportunities and seeks to improve systems of support for new staff and to develop building leadership. (6.g)
	  ○ Ensures highly effective supervision and performance evaluation programs that consistently provide each staff member with timely feedback and targeted support. (6.e)
	• Is sought out by other administrators for guidance and effective models of staff leadership.

Ralston PUBLIC SCHOOLS

DRAFT

EFFECTIVE PRACTICE: (6) Systems Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.	
Unsatisfactory	**Basic**
The principal's understanding of management functions is incomplete or his/her willingness or ability to carry out those functions is limited. The principal ineffectively manages the organization, operations, and resources of the school, resulting in a school that has an unsafe, inefficient, or ineffective learning environment.	The principal displays a basic understanding of and willingness to carry out school management functions, but he/she is inconsistent or not fully effective in managing, the organization, operations, and resources of the school in accordance with the school vision and core values. As a result, there may be problems that result in a learning environment that has some concerns related to safety, efficiency, or effectiveness.

• Ineffectively manages and monitors operations and administrative systems that promote the vision and core values of the school.
• Fails to consistently and effectively allocate resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement.
  ○ Only sporadically acts as a responsible, ethical, and accountable steward of the schools monetary and non-monetary resources.
  ○ Budgeting and accounting practices are not effectively managed.
  ○ Rarely manages staff resources effectively; fails to assign staff to roles that optimize professional capacity to address student needs.
• Fails to effectively monitor the school's site, facilities, services, and equipment.
  ○ Does not maintain basic data designed to deliver actionable information for classroom and school improvement.
• Ignores, or leaves unresolved, problems and areas of conflict among staff.
• Has very limited communication with community agencies about school safety issues.
• Fails to develop procedures for the use of technology within the school.
• Communicates on a very limited basis with policymakers as they develop regulations, policies, and laws that impact the school.
	• Sporadically manages and monitors operations and administrative systems that promote the vision and core values of the school.
	• Allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement.
	• The allocation may be inconsistent or less than fully effective.
	  ○ Generally acts as a responsible, ethical, and accountable steward of the schools monetary and non-monetary resources.
	  ○ Engages at a basic level in competent budgeting and accounting practices.
	  ○ Attempts to manage staff resources effectively, assigning staff to roles to optimize professional capacity to address student needs.
	• Adequately monitors the school's site, facilities, services, and equipment.
	  ○ Maintains some basic data in order to deliver actionable information for classroom and school improvement.
	• Identifies and resolves problems and manages conflicts as a basic level.
	• Has some communication with community agencies about school safety issues.
	• Develops procedures for the use of technology within the school.
	• Communicates on a limited basis with policymakers as they develop regulations, policies, and laws that impact the school.
	• Ensures basic compliance with local, state, and federal mandates.
	• Monitors the impact of school law and regulations on the school community, but may not have a full understanding of these issues.

Ralston PUBLIC SCHOOLS

DRAFT

EFFECTIVE PRACTICE: (6) Systems Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.	
Proficient	**Distinguished**
The principal ensures a safe, efficient, and effective learning environment for students and staff by competently managing the organization, operations, and resources of the school in accordance with the vision and core values of the school.	The principal has a broad and deep understanding of school management functions and systematically undertakes them. The principal's highly effective management of the organization, operations, and resources of the school results in a learning environment that is safe, highly effective, highly efficient, and in accordance with the vision of the school.

• Manages and monitors operations and administrative systems that promote the vision and core values of the school.
• Effectively allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement.
  ○ Consistently acts as a responsible, ethical, and accountable steward of the schools monetary and non-monetary resources.
  ○ Engages in effective budgeting and accounting practices.
  ○ Manages staff resources competently assigning staff to roles that optimize their professional capacity to address student needs.
• Consistently and effectively monitors the school's site, facilities, services, and equipment.
  ○ Maintains a relatively extensive amount of data in order to deliver actionable information for classroom and school improvement.
• Effectively identifies and resolves problems and manages conflicts.
• Communicates at a proficient level with community agencies to provide a safe school environment.
• Develops school-wide procedures for the effective use of technology within the school.
• Communicates effectively with policymakers as they develop regulations, policies, and laws that impact the school.
• Ensures compliance with local, state, and federal mandates.
• Monitors at the proficient level the impact of school law and regulations on the school community.
	• Effectively institutes, manages and monitors operations and administrative systems that promote the vision and core values of the school. (9.a)
	• Efficiently and effectively allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement.
	  ○ Always acts as a highly responsible, ethical, and accountable steward of the schools monetary and non-monetary resources. (9.d)
	  ○ Engages in efficient and effective budgeting and accounting practices.
	  ○ Strategically manages staff resources, assigning staff to roles that optimize their professional capacity to address student needs. (9.b)
	  ○ Works with the larger school community to allocate additional resources to enhance the school's educational program. (9.c)
	• Creates effective systems for the ongoing monitoring and improvement of the school's site, facilities, services, and equipment.
	  ○ Maintains data in a highly effective manner in order to deliver actionable information for classroom and school improvement. (9.g)
	• Collaborates with staff and others to proactively identify and resolve problems and manage conflict. (9.k)
	• Develops partnerships with key community individuals and organizations in order to enhance a safe school environment. (9.i, 9.j)
	• Develops procedures for the effective use of technology within the school. (9.f)
	• Effectively guides and influences policymakers as they develop regulations, policies, and laws that impact the school. (9.h, 9.j)
	• Monitors the impact of school law and regulations on the school community. (9.h, 9.j)
	• Ensures compliance with local, state and federal mandates. (9.h)

Ralston PUBLIC SCHOOLS

DRAFT

EFFECTIVE PRACTICE: (7) Culture for Learning. The principal creates a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.	
Unsatisfactory	**Basic**
The principal fails to provide the leadership to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.	The principal collaborates with staff in an attempt to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students, but these efforts may lack consistency or effectiveness. As a result, student growth may be less than expected.

• Expectations for student success are low and poor levels of student and staff performance are tolerated. As a result, the academic, physical, social and emotional growth of each student does not meet the standard.
  ○ Does not work effectively with staff to build and maintain a safe, caring, and healthy school environment, and results are inconsistent.
  ○ Does not attempt to identify barriers to student learning and development, or does not develop strategies to reduce or eliminate such barriers.
  ○ Does not demonstrate a recognition of and respect for diversity. Students' and the community's culture is not seen as an asset for teaching and learning.
• Makes little attempt to foster a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community, but results are inconsistent.
• The school culture is not based on an environment of respect and rapport; relationships among students and between students and staff are poor.
  ○ Student conduct is not addressed in a positive, fair, and unbiased manner.
• Recognition of student and staff achievement is rare.
• Is rarely visible in the school and community.
• Makes little effort to assess and modify the school climate and culture.
• Makes only minimal efforts or fails to provide equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.
  ○ Uses a very few and limited indicators of student performance to assess the academic, physical, social and emotional development of each student.
  ○ Provides a very limited system of academic and social supports and accommodations to meet student learning needs.
	• Expectations for student success may be lower than desirable and lower levels of student and staff performance are tolerated. The academic, physical, social and emotional growth of each student does not meet the standard.
	  ○ Works with staff to build and maintain a safe, caring, and healthy school environment, but results are inconsistent and student engagement is not consistently cultivated.
	  ○ May identify barriers to student learning and development, but does not devise effective strategies to reduce or eliminate them.
	  ○ Is not consistent in recognizing and respecting diversity; attempts to see students' and the community's culture as an asset for teaching and learning.
	  ○ Attempts to foster a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community, but results are inconsistent.
	  ○ Attempts to foster an environment of respect and rapport, with positive, fair, unbiased responses to student conduct; results are inconsistent.
	• Recognition of student and staff achievement is infrequent.
	• Maintains only a moderate level of visibility in the school and community.
	• Assessment of school climate and culture is not ongoing and few changes are made.
	• Attempts to provide equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students but results are inconsistent.
	  ○ Uses a limited range of performance indicators to assess academic, physical, social and emotional development of each student.
	  ○ Provides a somewhat limited system of academic and social supports and accommodations to meet student learning needs.

Ralston PUBLIC SCHOOLS

DRAFT

EFFECTIVE PRACTICE: (7) Culture for Learning. The principal creates a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.	
Proficient	**Distinguished**
The principal collaborates with staff to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.	The principal collaborates effectively with staff to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.

• Enhances the academic, physical, social and emotional growth of each student by creating a culture of high expectations for student success.
  ○ Works with staff to build and maintain a safe, caring, and healthy school environment that encourages student engagement and success.
  ○ Works with staff and community partners to identify barriers to student learning and development, and devises strategies to reduce or eliminate many of them.
  ○ Recognizes and respects diversity and sees students' and the community's culture as an asset for teaching and learning.
• Fosters a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
• Fosters an environment of respect and rapport based on clear guidelines for appropriate behavior and addresses student conduct in a positive, fair, and unbiased manner.
• Recognizes the accomplishments of students and staff.
• Maintains a high level of visibility in the school and community.
• Engages in ongoing assessment of the school climate and culture.
• Provides full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.
  ○ Uses multiple indicators of student performance to assess the academic, physical, social and emotional development of each student.
  ○ Provides an effective system of academic and social supports and accommodations to meet student learning needs.
	• Enhances the academic, physical, social and emotional growth of each student by developing a shared culture of high expectations for student success. (3.e; 5.a; 3.f)
	  ○ Works effectively with staff and the larger school community to build and maintain a safe, caring, and healthy school environment that encourages student engagement and success. (5.d)
	  ○ Works effectively with staff and community partners to identify barriers to student learning and development, and devises strategies to reduce or eliminate most of them. (3.e)
	  ○ Recognizes and respects diversity and promotes students' and the community's culture a vital asset for teaching and learning. (3.b, 5.f)
	• Fosters a school environment in which each student is known, accepted, valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. (3.a; 5.b; 5.e)
	• Fosters an environment of respect and rapport based on clear and agreed upon guidelines for appropriate behavior and consistently addresses student conduct in a positive, fair, and unbiased manner. (3.d; 5e)
	• Recognizes and celebrates the accomplishments of students and staff.
	• Maintains a high level of visibility and demonstrates exceptional leadership in the school and community. (5.g, 5.h)
	• Purposefully engages in an ongoing and collaborative assessment of the school climate and culture to ensure the needs of all students are being met. (5.g, 5.h)
	• Builds the capacity for staff to promote full and equitable access to curricular and extracurricular programs that address the needs, interests, and abilities of all students. (3.c)
	  ○ Builds the capacity for staff to use multiple indicators of student performance to assess the academic, physical, social and emotional development of each student.
	  ○ Provides an effective system of academic and social supports and accommodations to meet student learning needs. (5.c)

Ralston PUBLIC SCHOOLS

DRAFT

EFFECTIVE PRACTICE: (8) Professional Ethics and Advocacy. The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.	
Unsatisfactory	**Basic**
The principal does not routinely act with the expected degree of fairness, integrity, and professional ethics and lapses in these behaviors may occur; he/she is not an effective advocate for his/her school or the educational system.	The principal usually acts with fairness, integrity and an acceptable level of professional ethics; he/she advocates for policies of equity and excellence but may be inconsistent or less than fully effective in doing so.

• Fails to place children at the center of education and accept appropriate responsibility for each student's academic success and well-being.
• Does not routinely model reflective practice, transparency, and ethical behavior in accordance with established standards.
  ○ May not always act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership.
  ○ May not always act according to the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement.
• Fails to effectively hold others in the school community accountable for adhering to established standards of integrity and ethical behavior.
• Frequently fails to treat others with dignity and respect and decisions are often criticized for not being just, fair, and equitable.
• Fails to sufficiently protect the established rights, access to equitable resources, and confidentiality of all students and staff.
• Fails to take into account others' perspectives of what is just, fair, and equitable in decision-making.
• Fails to recognize and respond effectively to the political, social, economic, legal, and cultural environment in which the school exists.
  ○ Is not an effective advocate for public policies that ensure appropriate and equitable resources for the education system and that support the vision and core values of the school.
	• Places children at the center of education and accepts appropriate responsibility for each student's academic success and wellbeing.
	• Attempts to model reflective practice, transparency, and ethical behavior, but these efforts may be inconsistent.
	  ○ Generally acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership.
	  ○ Generally acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement.
	• Does not always hold others in the school community accountable for demonstrating integrity and ethical behavior.
	• Generally treats others with dignity and respect, but may demonstrate some inconsistency.
	• May display limited knowledge of or commitment to protecting the established rights and confidentiality of students and staff, and of the need to provide equitable resources.
	• May not always take into account others' perspectives of what is just, fair, and equitable in decision-making.
	• May recognize the political, social, economic, legal, and cultural environment in which the school exists, but may not respond effectively to it.
	  ○ Is not a fully effective advocate for public policies that ensure appropriate and equitable resources for the education system and that support the vision and core values of the school.

Ralston PUBLIC SCHOOLS

DRAFT

EFFECTIVE PRACTICE: (8) Professional Ethics and Advocacy. The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.	
Proficient	**Distinguished**
The principal consistently acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.	The principal models an exceptionally high level of fairness, integrity, and professional ethics and provides leadership to staff and colleagues in these qualities; the principal is a strong advocate for policies of equity and excellence in support of the vision and core values of the school.

• Places children at the center of education and accepts appropriate responsibility for each student's academic success and wellbeing.
• Models reflective practice, transparency, and ethical behavior.
  ○ Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership.
  ○ Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement.
• Holds others in the school community accountable for adhering to established standards of integrity and ethical behavior.
• Treats others with dignity and respect.
• Protects the established rights, access to equitable resources, and confidentiality of students and staff.
• Strives to make decisions that are just, fair, and equitable.
• Responds professionally to the political, social, economic, legal, and cultural environment in which the school exists.
  ○ Advocates for public policies that ensure appropriate and equitable resources for the education system and that support the vision and core values of the school.
	• Consistently places children at the center of education and accepts responsibility for each student's academic success and well-being. (2c)
	• Models reflective practice, transparency, and ethical behavior at a very high level and influences others to practice similar behaviors. (2.a; 2.b; 2.f)
	  ○ Consistently acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of leadership. (2.a)
	  ○ Consistently acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, and continuous improvement. (2.b)
	• Models and holds others in the school community accountable for adhering to high standards of integrity and ethical behavior. (2.f)
	• Consistently treats students, staff, parents, and community members with dignity and respect and ensures that other members of the school community do likewise. (2.e)
	• Protects and advocates for the established rights and confidentiality of students and staff. (2.d)
	• Considers decisions from diverse perspectives and strives to make decisions that are just, fair, and equitable. (2.d)
	• Positively influences the political, social, economic, legal, and cultural environment in which the school exists.
	  ○ Advocates strongly for public policies that ensure access to appropriate and equitable resources for the education system and that support the vision and core values of the school.

Ralston PUBLIC SCHOOLS

DRAFT

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN	
Unsatisfactory	**Basic**
The Individual Professional Development Plan's goals have not been met to a satisfactory degree. Implementation of the plan has not led to a positive change in job performance.	The Individual Professional Development Plan's goals have not been met or have been only partially met on an overall basis. There is limited evidence to date that implementation of the Plan has led to a positive change in job performance.
Proficient	**Distinguished**
The Individual Professional Development Plan's goals have been met or nearly met on an overall basis. There is evidence that implementation and completion of the Plan has led to a positive change in job performance.	The Individual Professional Development Plan's goals have been met or exceeded in all respects. There is evidence that implementation and completion of the Plan has led to significant, positive, and lasting change in job performance

OVERALL RATING	
Unsatisfactory	**Basic**
In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for most evaluative criteria and is satisfactorily participating in an improvement plan for those criteria rated below "Proficient."
Proficient	**Distinguished**
In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional improvement and school and/or district leadership efforts.	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for all evaluative criteria and exceeds expected performance in many respects. He/she is actively engaged in professional improvement and provides leadership to other school/district administrators.

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Principal Formative/Summative Evaluation

Principal Name:

School:

Evaluator:

School Year:

Timeframe (Dropdown):

- Formative
- Summative

The evaluator will complete this evaluation document as part of the formative and summative evaluation process. Following the completion of the document, the principal and evaluator will meet to discuss the principal's performance on the eight effective practices.

EFFECTIVE PRACTICE: (1) Vision for Learning. The principal uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student wellbeing.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: (2) Developing Relationships. The principal develops and supports productive relationships with students, staff, families, and the community in an effort to support and enhance each student's academic success and wellbeing.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: (3) Continuous School Improvement. The principal leads a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: (4) Instructional Leadership. The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student's academic success and well-being.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: (5) Staff Leadership. The principal builds a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting, and leading teachers and staff in accord with the school's vision and core values.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			

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EFFECTIVE PRACTICE: (6) Systems Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: (7) Culture for Learning. The principal creates a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: (8) Professional Ethics and Advocacy. The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			

OVERALL RATING: (dropdown)

Unsatisfactory

Basic

Proficient

Distinguished

Summary of Effective Practices

Areas of Strength:

Areas of Growth:

My signature certifies that the evaluation results have been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in the evaluation.

Principal Signature:

Evaluator Signature:

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Principal Self-Reflection

Principal Name:

School:

Evaluator:

School Year:

Timeframe (Dropdown):

- Beginning of Year (1st year only)
- Mid Year
- End of Year

The principal will complete this document as a reflective tool related to the Principal Framework. This will be shared at the initial goal setting meeting (new administrators only), mid year meeting, and at the end of the year meeting with the evaluator.

EFFECTIVE PRACTICE: (1) Vision for Learning. The principal uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student wellbeing.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (2) Developing Relationships. The principal develops and supports productive relationships with students, staff, families, and the community in an effort to support and enhance each student's academic success and wellbeing.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (3) Continuous School Improvement. The principal leads a continuous school improvement process that results in improved student achievement, enhanced student well-being, and greater school effectiveness.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: (4) Instructional Leadership. The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for each student's academic success and well-being.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (5) Staff Leadership. The principal builds a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting, and leading teachers and staff in accord with the school's vision and core values.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			

Ralston PUBLIC SCHOOLS

DRAFT

EFFECTIVE PRACTICE: (6) Systems Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (7) Culture for Learning. The principal creates a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: (8) Professional Ethics and Advocacy. The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision and core values of the school.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			

Summary of Effective Practices

Areas of Strength:

Areas of Growth:

My signature certifies that the evaluation results have been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in the evaluation.

Principal Signature:

Evaluator Signature:

DRAFT

Individual Professional Development Plan

Principal Name:

School:

Evaluator:

School Year:

At the beginning of the first year for new administrators, and at the end of the previous year for returning administrators, principals will create an individual professional development plan. This plan will focus on the area the individual plans to further develop to grow their effective practices within the Principal Framework. The principal may elect to have one or two goal areas.

Professional Development Goal 1 (dropdown):
Vision for Learning
Developing Relationships
Continuous School Improvement
Instructional Leadership
Staff Leadership
Systems Management
Culture for Learning
Professional Ethics & Advocacy

Goal 1 Action Plan (include timeline and benchmarks):

Support/Resources Requested:

Measure of Progress:

Professional Development Goal 2 (dropdown):
Vision for Learning
Developing Relationships
Continuous School Improvement
Instructional Leadership
Staff Leadership
Systems Management
Culture for Learning
Professional Ethics & Advocacy

Goal 2 Action Plan (include timeline and benchmarks):

Support/Resources Requested:

Measure of Progress:

Principal Signature:

Evaluator Signature:

2018 Summer School Summary

High School Summer School

May 29 - June 29 (24 days)

- **Number of Students Registered & Topics Addressed**

Course	# Enrolled	Grade	# Enrolled
Edgenuity Credit Recovery	**33**	**9th Grade**	**17**
Composition	**16**	**10th Grade**	**26**
Speech	**18**	**11th Grade**	**34**
Algebra I	**13**	**12th Grade**	**52**
PE Swim/Activity	**25**		
Physical Science	**24**		

- **Number of Staff**
  - **Certified =** 6 staff teaching 7 sections
  - **Classified =** 3 (1 for Edgenuity; 2 for Student Services support)

High School Bridges (Incoming 9th Graders)

August 1 - August 2 (2 days)

- **Number of Students Registered as of June 20= 47**
- **Topics Addressed:**
  - Strategies for Academic Success
    - Complete community service projects
      - 4 - 5 hours on August 2nd
      - Sites - MB, ME, SY, RHS, Food Bank for the Heartland
    - High School success strategies (Weland / Adair)
  - Engagement & Expectations
    - School Culture & Expectations (Blanchard)
    - Getting Involved in Activities & Athletic Opportunities (Smith)
- **Number of Staff**
  - **Certified =** 4 teachers - Ms. Engel, Mrs. Prochaska, Ms. Veskrna, Mrs. Lindeman
    - Mrs. Weland and Adair will be in for day 1 breakout sessions - 3 hours
  - **Classified =** 1 para and 1 sign interpreter

Middle School Bridges (Incoming 7th Graders)

July 9 - July 24 (12 days)

- **Number of Students Registered as of June 15 =** 184 (180 from RPS Elementary, 4 from Option Enrollment)
- **Topics Addressed:**
    - **Academic**
        - English Language Arts, Math, Social Studies, Science, Art, Physical Education, Computer Applications, Character Education (BoysTown Well Managed Schools and Wooden Pyramid)
    - **Personal / Social**
        - Passing periods, RKIDs, Google Apps for Education, Lockers, Schedules, Breakfast and Lunch
- **Number of Staff**
    - **Certified =** 9
    - **Classified =** TBD

Jumpstart (Kindergarten - 5th Grade)

July 9th - 20th (10 days)

- **Number of Students Registered =** 200
- **Theme:** *Tell Your Story* with an emphasis on infusing technology into content areas
- **Topics Addressed:**
    - Reading, Writing, & Math
    - English Language Learner Newcomer Summer Program
- **Number of Staff**
    - **Certified =** 14
    - **Classified =** 8

New Principal Mentor Program

Goals of Mentor Program

1. To develop a productive relationship between the new principal and the mentor by:
    a. Providing opportunities for interactions between the mentee and mentor
    b. Provide support in a confidential, non-evaluative manner
2. To provide information resources, policies, and procedures pertaining to the district and building levels.
3. To understand effective leadership strategies.
4. To build awareness of expectations by:
    a. Developing professional competencies.
    b. Defining new principal expectations.
    c. Defining community, district, and building level expectations.
5. Support the new principal in acclimating to the role and responsibilities of a building administrator

Mentor/Mentee Programming

*Meet 2 times/month for the first 3 months, then 1 time/month for the remainder of the year.
*Review recommended topics and discuss questions.
*Mentee participates in the RPS Leadership Academy and discusses new learning from academy with mentor.

New Principal Induction Meeting Schedule
Summer 2018

Date	Topic
June 19th 9:00am - 12:00pm All Administrative Meeting	• App/Website (Jeremy Maskel)
June 26th 9:00am - 12:00pm All Administrative Meeting	• MTSS/SAT Framework • Safety - Reunification
June 28th 9:00am - 12:00pm All Administrative Meeting	• Principal Evaluation Framework, A Deeper Dive

**July 2nd
8:00am - 12:00pm**
	• Our Purpose & Direction (Mark Adler)
	• Stewardship Pledge (Mark Adler)
	• Curriculum, Instruction, & Assessment Philosophy (Cecilia Wilken)
	• Building Professional Learning Plan (Cecilia Wilken)
	• Curriculum (Cecilia Wilken/Jason Fink)
	  ○ Multi-Tiered Systems of Support Framework
	  ○ Programs & Materials
	  ○ Lesson Planning
	  ○ Technology - Clever
	• Assessment (Cecilia Wilken)
	  ○ PLC's
	  ○ Record Keeping
	  ■ R-Kids
	  ■ Grades
	  ○ Common Assessments

July 5th 8:00am - 12:00pm	• Management (Jason Final/Cecilia Wilken) ○ Enrollment

	○ Verification ○ Master Scheduling ● Budget (Jason Buckingham) ● SRP Protocol (Jason Buckingham) ● Home Visits (Cecilia Wilken) ● Communications (Jeremy Maskel)
July 6th **8:00am - 12:00pm**	● Behavior/Discipline (Cecilia Wilken, Melissa Stolley) ○ Office Referrals ○ Disciplinary Protocol/Processes ● Student Services (Melissa Stolley, Josh Wilken, Cecilia Wilken) ○ Program Overviews for Student Services (Special Education, English Language Learner, High Ability Learner, Counseling, Social Work, Early Childhood, Health) ■ Role & Responsibility of the Principal ■ Role & Responsibility of the Staff ■ Attendance Protocol
July 17th **8:00-12:00pm**	● Personnel (Mike Rupprecht) ○ Teacher Evaluation ○ Classified Evaluations ○ Timesheets ○ Employee Access Center ○ Negotiated Teacher Agreement
July 18th **8:00-2pm**	● Instruction ○ Introduction to the Framework for Teaching (Shawna Mayer & Margaret Knight) ○ Evidence Collection (Cecilia Wilken & Tiffanie Welte)
July 19th **8:00-11:00am**	● Elementary Administrative Team Meeting (Cecilia Wilken) ○ Data Retreat ■ AQUESTT connection

	○ Professional Development Planning - Early Release & External Conferences/Workshops ○ Title I (Peer Review Year)
July 26th **All day**	• MANDT Training Day 1 (Steve Snodgrass)
July 30th **All day**	• MANDT Training Day 2 (Steve Snodgrass)

Student / Staff Count
2017-2018 School Year

Elem. School	Grade																	
	PS		KG		1		2		3		4		5		6		otal *Student / Staff	
	All Student Counts Are Actual SIMS Enrollment Figures																	
	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Students *
BLUM	2	39	2	50	2	50	3	60	2	45	2	52	2	52	2	38	18	347
KW	2	26	1	16	2	33	2	30	2	31	1	19	1	17	1	26	11	172
MEAD	1	18	2	44	2	41	2	37	2	55	2	40	2	47	2	43	14	307
MOCK	1	20	3	58	3	47	3	54	3	56	3	53	2	46	2	45	19	359
SEY	1	18	2	31	1.5	30	1.5	25	1.5	26	1.5	34	1.5	31	1.5	29	12	206
WW	2	39	2	33	2	38	2	42	2	48	2	37	2	36	2	35	14	269
Totals By Gr	9	160	12	232	12.5	239	13.5	248	12.5	261	11.5	235	10.5	229	10.5	216	88	1660

*Does not include PS

Blum. & Sey. SPED staff & KW Hearing Impaired for K-6 is added to staff Total

Sec. School	7		8		9		10		11		12		TOTAL	
	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud
RMS		225		247									0	472
RHS						258		263		291		252	0	1064

Totals	Staff	*Stud	Ratio	*Stud 16-17	Change for 17-18
BLUM	20	386	19/1	394	-8
KW	13	198	15/1	194	4
MEAD	15	325	22/1	304	21
MOCK	20	379	19/1	403	-24
SEY	13	224	17/1	232	-8
WW	16	308	19/1	302	6
Elem. Totals	97	1820	19/1	1829	-9
RMS	40	472	12/1	486	-14
RHS	69	1064	15/1	1050	14
Sec. Totals	109	1536	14/1	1536	0
Dist. Totals	206	3356	16/1	3365	-9

*Includes PS

June 21 2018

8:12 AM

"SERVICE BEYOND THE SURFACE"

PROPOSAL

LAYMAN PAVING, INC.

PO BOX 540573 – OMAHA, NE 68154
PHONE (402) 496-4600 / FAX (402) 496-4283

ATTN: PAT FLINN
RALSTON SCHOOLS ADMINISTRATION
8545 PARK DRIVE
RALSTON, NE 68127

DATE: 5/24/2018
PHONE: 402-331-4700
LOCATION: RALSTON MID. SCHOOL
8202 LAKEVIEW DR.
RALSTON, NE.

Thank you for allowing us to submit this proposal to do the following work.

REMOVAL AND REPLACEMENT

Upon measuring your damaged area, we recommend the deteriorated area to be cut out and removed. We will then install the hot mix asphalt in two applications. First a 3" base course will be installed and compacted to maximum strength. The same procedure will be followed with a 2" surface course. The areas are shown on the enclosed diagram and total approx. 152 square feet. All work will be performed according to Asphalt Institute specifications.

LABOR AND MATERIALS .....$ 1,325.00

MILL AND ASPHALT OVERLAY

In reference to the survey made of your parking area we recommend an asphalt overlay. We will mill the area prior to the installation of a 2" application of hot mix asphalt which will be compacted to maximum strength. Areas are designated on the attached diagram and total approx. 170 square feet. In addition we will overlay 695 square feet at a 1 ½" depth. All work will be performed according to the Asphalt Institute specifications.

LABOR AND MATERIALS.....$ 2,295.00

CRACK SEALING

Properly filling these areas will prevent water from penetrating the sub-base and causing further pavement deterioration. First, cracks will be air blown clean. We will then fill the cracks with a high quality hot pour rubber-based crack seal that exceeds Federal Specification #SS-S-164. We will seal approx. 750 lineal feet of asphalt cracks.

LABOR AND MATERIALS.....$ 750.00

4570

Scheduling will be activated upon receipt of a signed copy of this proposal. Our terms are payment completion of each of segment work. Prices quoted reflect materials and labor and include all applicable sales taxes. The prices quoted above are firm for 30 days. If you have any questions please call. Thank you.

GREG JANISCH
402-510-5800

Proud Member of "Friends of IREM"

---------- **ACCEPTANCE OF PROPOSAL** ----------

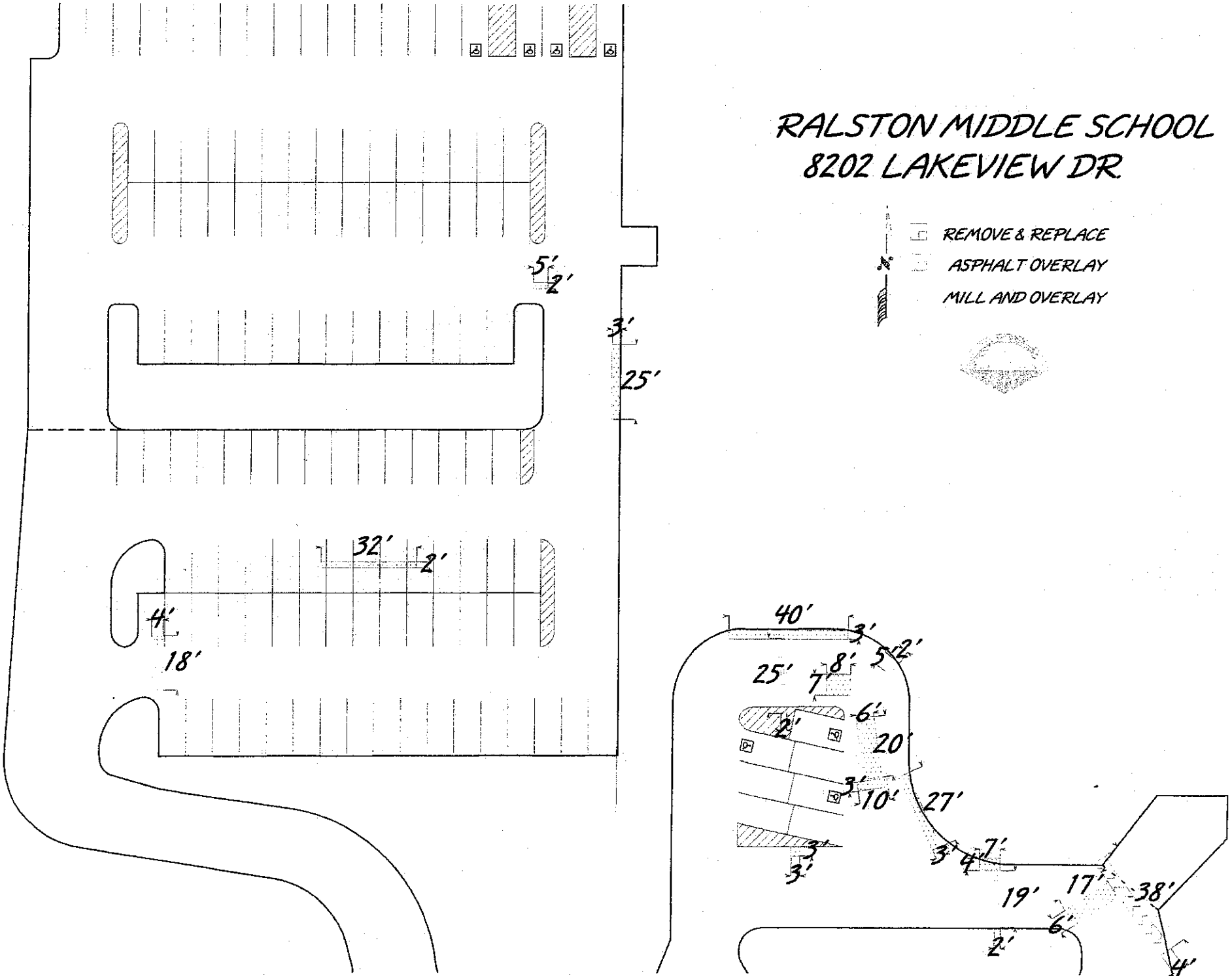
Please proceed with the work as outlined above.

DATE _____ SIGNED _____

BBB ACCREDITED BUSINESS

58,215

RALSTON MIDDLE SCHOOL
8202 LAKEVIEW DR.



"SERVICE BEYOND THE SURFACE"

PROPOSAL

LAYMAN PAVING, INC.

PO BOX 540573 – OMAHA, NE 68154
PHONE (402) 496-4600 / FAX (402) 496-4283

ATTN: PAT FLINN
RALSTON SCHOOLS ADMINISTRATION
8545 PARK DRIVE
RALSTON, NE 68127

DATE: 5/24/2018
PHONE: 402-331-4700
LOCATION: RALSTON HIGH SCHOOL
90TH AND PARK DR.

Thank you for allowing us to submit this proposal to do the following work.

REMOVAL AND REPLACEMENT
Upon measuring your damaged area, we recommend the deteriorated area to be cut out and removed. We will then install the hot mix asphalt in two applications. First a 3" base course will be installed and compacted to maximum strength. The same procedure will be followed with a 2" surface course. The areas are shown on the enclosed diagram and total approx. 1,501 square feet. All work will be performed according to Asphalt Institute specifications.
LABOR AND MATERIALS .....$ 8,975.00

MILL AND ASPHALT OVERLAY
We will mill the area prior to the installation of a 2" application of hot mix asphalt which will be compacted to maximum strength. Areas are designated on the attached diagram and total approx. 855 square feet. In addition we will overlay 14,690 square feet at a 1 ½" depth. All work will be performed according to the Asphalt Institute specifications.
LABOR AND MATERIALS.....$ 25,750.00

CRACK SEALING
Properly filling these areas will prevent water from penetrating the sub-base and causing further pavement deterioration. First, cracks will be air blown clean. We will then fill the cracks with a high quality hot pour rubber-based crack seal that exceeds Federal Specification #SS-S-164. We will seal approx. 8,150 lineal feet of asphalt cracks.
LABOR AND MATERIALS.....$ 5,925 .00

RESTRIPING
We propose to restripe your parking area in the previously laid out pattern with traffic paint # TM-2160/2161 manufactured by Sherwin Williams, which exceeds Federal specification TT-P-1952D. We will restripe approx. 14,948 lineal feet of stalls and zones in addition 5 directional arrows 15 handicapped stencils.
LABOR AND MATERIALS.....$ 4,725.00

$45,375

Scheduling will be activated upon receipt of a signed copy of this proposal. Our terms are payment completion of each of segment work. Prices quoted reflect materials and labor and include all applicable sales taxes. The prices quoted above are firm for 30 days. If you have any questions please call. Thank you.

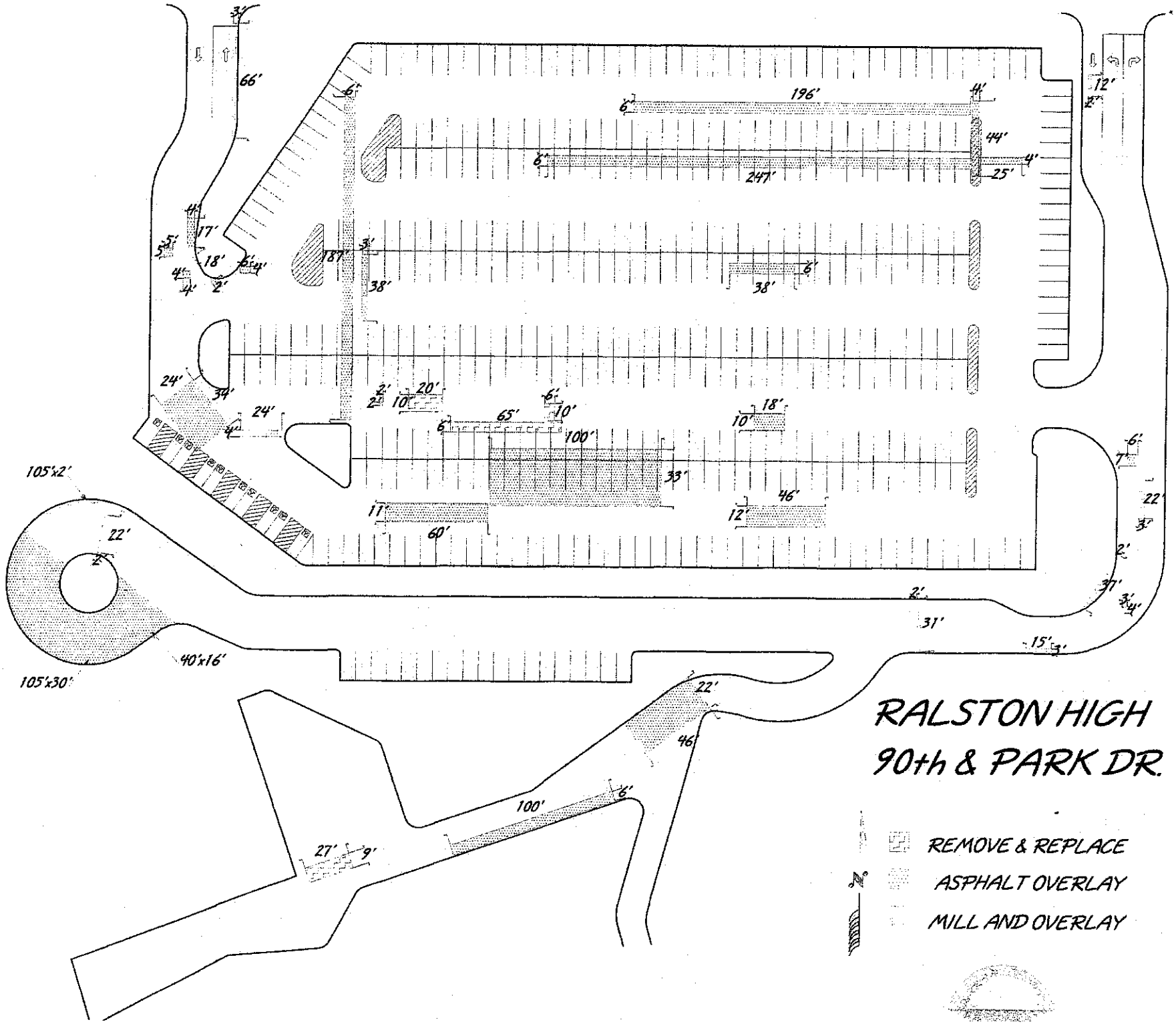
GREG JANISCH
402-510-5800

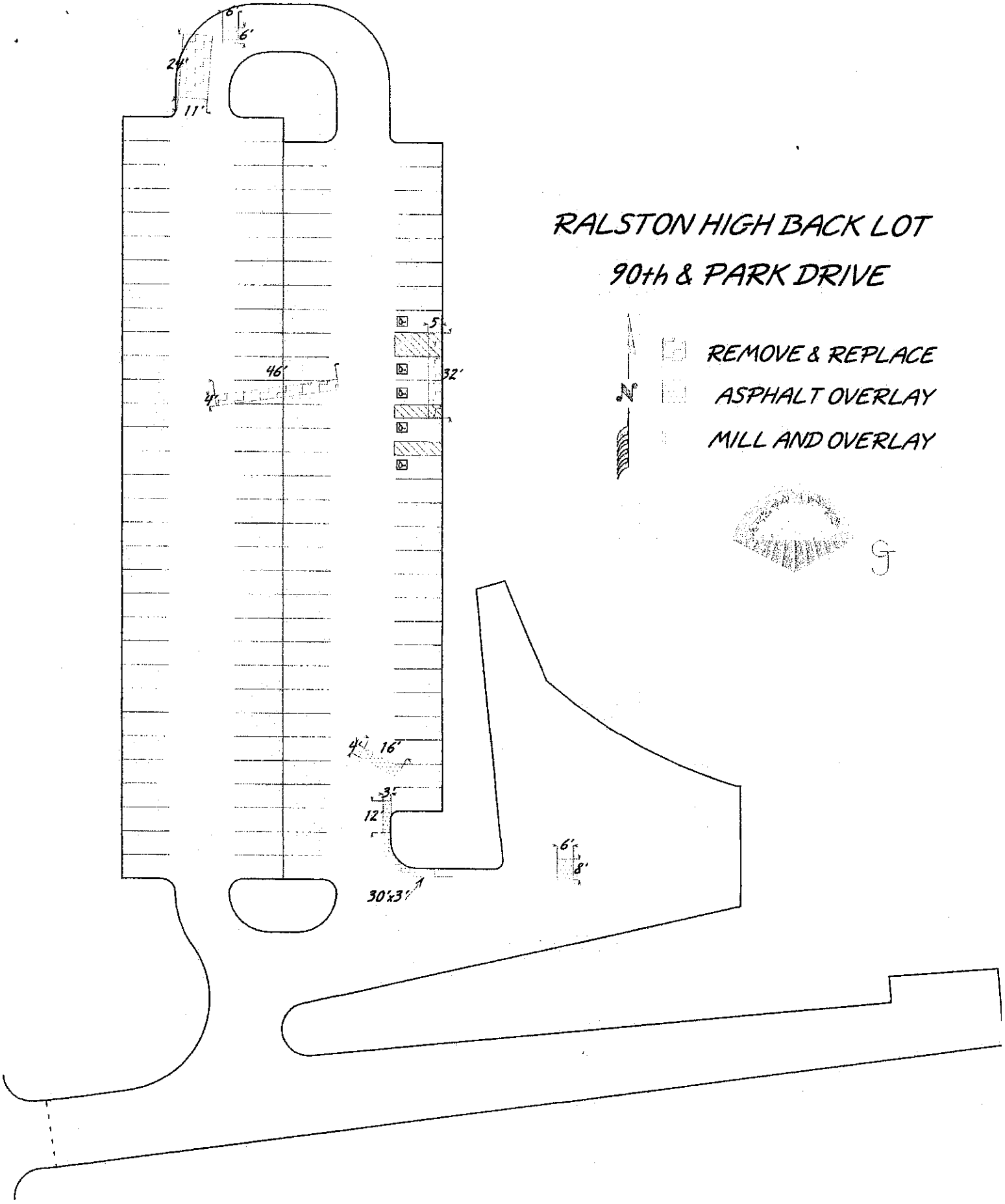
Proud Member of "Friends of IREM"

---------- ACCEPTANCE OF PROPOSAL ----------
Please proceed with the work as outlined above.

DATE _____ SIGNED _____

BBB ACCREDITED BUSINESS


RALSTON HIGH
90th & PARK DR.
REMOVE & REPLACE
ASPHALT OVERLAY
MILL AND OVERLAY
N
105'x2'
105'x30'
40'x16'
66'
196'
247'
187'
65'
100'
60'
31'
15'


RALSTON HIGH BACK LOT
90th & PARK DRIVE
REMOVE & REPLACE
ASPHALT OVERLAY
MILL AND OVERLAY
N
6'
24'
11'
5'
46'
32'
4'
4'
16'
3'
12'
6'
8'
30'x3'

"SERVICE BEYOND THE SURFACE"

PROPOSAL

LAYMAN PAVING, INC.

PO BOX 540573 – OMAHA, NE 68154
PHONE (402) 496-4600 / FAX (402) 496-4283

ATTN: PAT FLINN
RALSTON SCHOOLS ADMINISTRATION
8545 PARK DRIVE
RALSTON, NE 68127

DATE: 5/24/2018
PHONE: 402-331-4700
LOCATION: WILDWOOD ELEM.
8017 RALSTON AVE.

Thank you for allowing us to submit this proposal to do the following work.

ASPHALT REPAIR
We will repair the deteriorated areas with a 1 ½" application of hot mix asphalt. This application will reinforce the damaged area and help deter further pavement deterioration. Areas are designated on the attached diagram and total approx. 3,321 square feet. All work will be performed according to Asphalt Institute specifications.
LABOR AND MATERIALS.....$ 6,275 .00

CRACK SEALING
Properly filling these areas will prevent water from penetrating the sub-base and causing further pavement deterioration. First, cracks will be air blown clean. We will then fill the cracks with a high quality hot pour rubber-based crack seal that exceeds Federal Specification #SS-S-164.
LABOR AND MATERIALS.....$ 950.00

RESTRIPING
We propose to restripe your parking area in the previously laid out pattern with traffic paint # TM-2160/2161 manufactured by Sherwin Williams, which exceeds Federal specification TT-P-1952D. We will restripe approx. 1,250 lineal feet of stalls, 60 lineal feet blue curbing, 885 lineal feet of red curbing,, 9 "NO PARKING/FIRELANE" and 2 handicapped stencils.
LABOR AND MATERIALS.....$ 1,275.00

B/50

Scheduling will be activated upon receipt of a signed copy of this proposal. Our terms are payment completion of each of segment work. Prices quoted reflect materials and labor and include all applicable sales taxes. The prices quoted above are firm for 30 days. If you have any questions please call. Thank you.

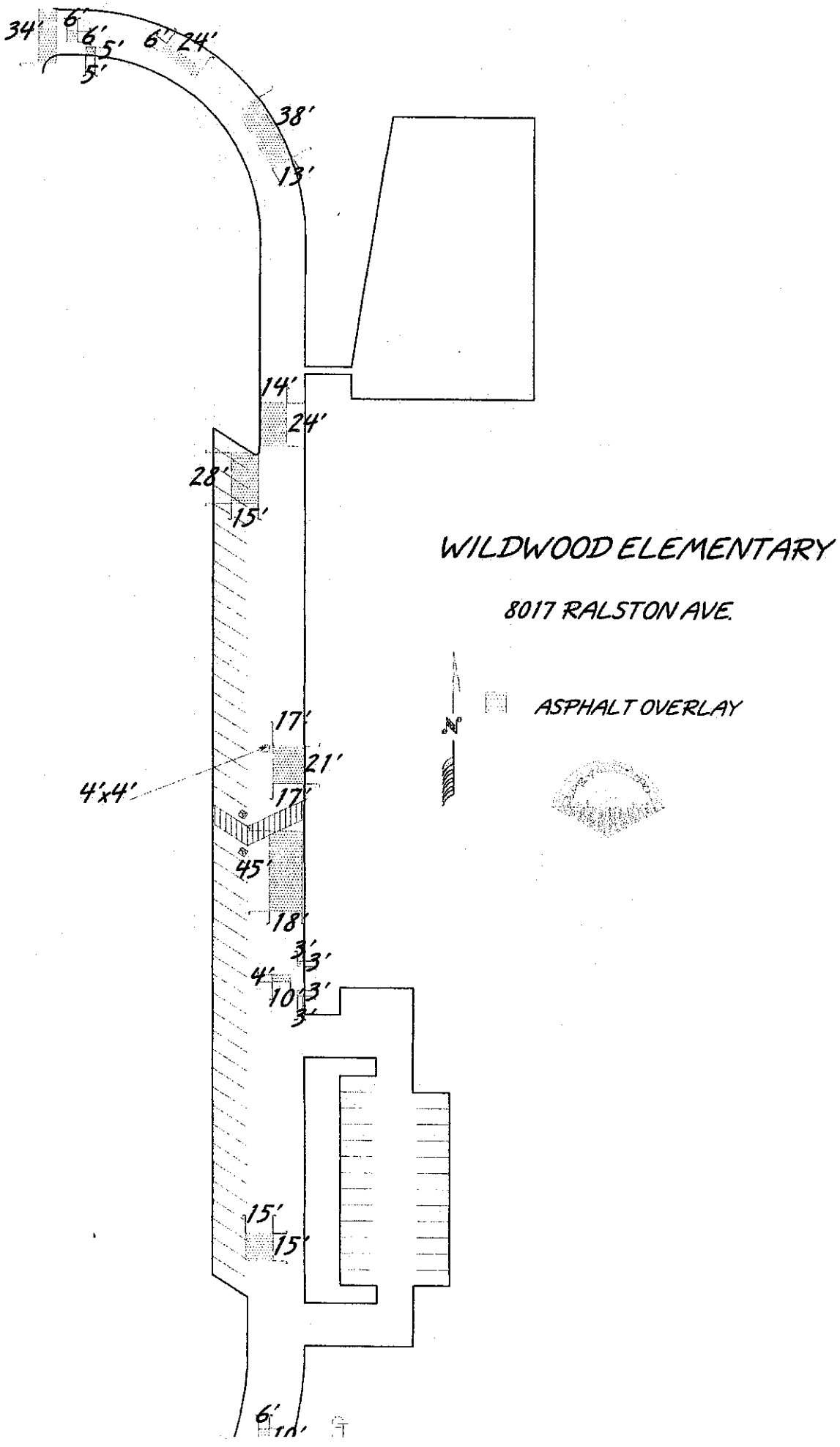
GREG JANISCH
402-510-5800

Proud Member of "Friends of IREM"

---------- **ACCEPTANCE OF PROPOSAL** ----------
Please proceed with the work as outlined above.

DATE _____ SIGNED _____

BBB ACCREDITED BUSINESS


34'
6'
6'
5'
6"
24'
5'
38'
13'
14'
24'
28'
15'
WILDWOOD ELEMENTARY
8017 RALSTON AVE.
ASPHALT OVERLAY
N
17'
21'
4'x4'
17'
45'
18'
3'
3'
4'
10'
3'
3'
15'
15'
6'

MIDWEST DCM

DESIGN - CONSTRUCT - MAINTAIN
WWW.MIDWESTDCM.COM

All Types of Quality Concrete Construction

8719 s 135th st
Omaha, Ne 68138
Phone (402) 510-6407
Fax (402) 537-3090

TO: Ralston Schools
ADDRESS: 90th & Park Dr
CITY: Ralston, Nebraska

DATE: May 30, 2018
PHONE: (402) 331-4700

ATTN: Administration
RE: Blumfield Elementary 10310 Mockingbird

SCOPE OF WORK: Provide materials, equipment and labor for the following:

Base Bid

Repair deteriorated asphalt areas with 1.5" asphalt surface coarse (1,565 sf) $3,745.00

Stripe lot 2,220 lf of stalls, 135 lf of red curb, 50 lf of yellow curb, 60 lf of blue curb And 3 HC stencils $1,100.00

NOTES & EXCLUSIONS:

1. No testing costs have been included in this proposal
2. Bonding has not been included as part of this proposal.
3. All items not specifically mentioned in this proposal are excluded.
4. _____0_____ Addendum have been reviewed and considered
5. Payment is due 30 days after receipt of invoice. Past due payments will bear interest at 18% per annum.
6. Proposal includes cleaning up of construction debris caused by Midwest Paving Inc
7. Underground locations of utilities are the responsibility of owner.
8. Pricing is bid as individual items, prices can be negotiated if more than 3 items are selected
9. Includes barricading for duration of lot repair
10. Includes haul off and dispose of all removed items
11. Includes cleanup of Midwest DCM construction debris

Work will be complete for the price list above:

SUBMITTED BY: _____

Mitch Osowski

ACCEPTED BY: _____

This proposal may be withdrawn by Midwest DCM if not accepted within 30 days

7,760

MIDWEST DCM

DESIGN - CONSTRUCT - MAINTAIN

WWW.MIDWESTDCM.COM

All Types of Quality Concrete Construction

8719 s 135th st
Omaha, Ne 68138
Phone (402) 510-6407
Fax (402) 537-3090

TO: Ralston Schools
ADDRESS: 8545 Park Drive
CITY: Ralston, Nebraska

DATE: May 30, 2018
PHONE: (402) 331-4700

ATTN: Administration
RE: Wildwood Elem. School 8017 Ralston ave.

SCOPE OF WORK: Provide materials, equipment and labor for the following:

Base Bid

Repair deteriorated asphalt areas with 1.5 asphalt surface course (3,321 sf)	$7,530.00
Crack seal with Rubberized hot pour sealant	$ 1,150.00
Stripe lot 1,50 lf of stalls, 60 lf blue curb, 885 lf, red curb, 2 HC stencils	$1,465.00

NOTES & EXCLUSIONS:

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2. Bonding has not been included as part of this proposal.
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5. Payment is due 30 days after receipt of invoice. Past due payments will bear interest at 18% per annum.
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8. Pricing is bid as individual items, prices can be negotiated if more than 3 items are selected
9. Includes barricading for duration of lot repair
10. Includes haul off and dispose of all removed items
11. Includes cleanup of Midwest DCM construction debris

Work will be complete for the price list above:

SUBMITTED BY:

Mitch Osowski

ACCEPTED BY:

This proposal may be withdrawn by Midwest DCM if not accepted within 30 days

MIDWEST DCM

DESIGN - CONSTRUCT - MAINTAIN

WWW.MIDWESTDCM.COM

All Types of Quality Concrete Construction

8719 s 135th st
Omaha, Ne 68138
Phone (402) 510-6407
Fax (402) 537-3090

TO: Ralston Schools
ADDRESS: 8545 Park Drive
CITY: Ralston, Nebraska

DATE: May 30, 2018
PHONE: (402) 331-4700

ATTN: Administration
RE: Ralston Middle school

SCOPE OF WORK: Provide materials, equipment and labor for the following:

Base Bid

Remove asphalt area and replace with 5" thick asphalt (150 sf)	$1,650.00
Mill and Overlay asphalt areas with 1.5" depth surface coat (865 sf)	$2,870.00
Crack seal with Rubberized hot pour sealant (750 lf)	$940.00

NOTES & EXCLUSIONS:

1. No testing costs have been included in this proposal
2. Bonding has not been included as part of this proposal.
3. All items not specifically mentioned in this proposal are excluded.
4. _____0_____ Addendum have been reviewed and considered
5. Payment is due 30 days after receipt of invoice. Past due payments will bear interest at 18% per annum.
6. Proposal includes cleaning up of construction debris caused by Midwest Paving Inc
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9. Includes barricading for duration of lot repair
10. Includes haul off and dispose of all removed items
11. Includes cleanup of Midwest DCM construction debris

Work will be complete for the price list above:

SUBMITTED BY:

Mitch Osowski

ACCEPTED BY:

This proposal may be withdrawn by Midwest DCM if not accepted within 30 days

MIDWEST DCM

DESIGN - CONSTRUCT - MAINTAIN
WWW.MIDWESTDCM.COM

All Types of Quality Concrete Construction

8719 s 135th st
Omaha, Ne 68138
Phone (402) 510-6407
Fax (402) 537-3090

TO: Ralston Schools
ADDRESS: 90th & Park Dr
CITY: Ralston, Nebraska

DATE: May 30, 2018
PHONE: (402) 331-4700

ATTN: Administration
RE: Ralston HS

SCOPE OF WORK: Provide materials, equipment and labor for the following:

Base Bid

Remove asphalt area and replace with 5" thick asphalt (1,500 sf)	$11,220.00
Mill and Overlay asphalt areas with 1.5" depth surface coat (15,550 sf)	$32,190.00
Crack seal with Rubberized hot pour sealant (8,150 lf)	$7,400.00
Stripe lot 14,950 lf, 15 HC stencils, and 5 direction arrows	$5,500.00

NOTES & EXCLUSIONS:

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2. Bonding has not been included as part of this proposal.
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5. Payment is due 30 days after receipt of invoice. Past due payments will bear interest at 18% per annum.
6. Proposal includes cleaning up of construction debris caused by Midwest Paving Inc
7. Underground locations of utilities are the responsibility of owner.
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9. Includes barricading for duration of lot repair
10. Includes haul off and dispose of all removed items
11. Includes cleanup of Midwest DCM construction debris

Work will be complete for the price list above:

SUBMITTED BY:

Mitch Osowski

ACCEPTED BY:

This proposal may be withdrawn by Midwest DCM if not accepted within 30 days

Ralston
PUBLIC SCHOOLS

Elementary
Student & Family Handbook
2018-2019

BOARD OF EDUCATION

Linda Richards, Vice-President
Tresha Rodgers, ~~Vice~~ President
Deb Gerch, Secretary
Dr. Jay Irwin, ~~Member~~ Treasurer
Mike Overkamp, ~~Treasurer~~ Member
Heather Johnson, Member

DISTRICT ADMINISTRATORS

Dr. Mark Adler – Superintendent
Dr. Mike Rupprecht – Executive Director of Human Resources
Mr. Jason Buckingham – Executive Director of Fiscal Affairs
Mrs. Melissa Stolley – Director of Student Services
Dr. Tiffanie Welte – Director of Secondary Education
Mrs. Cecilia Wilken – Director of Elementary Education
Mrs. Diane L. Meyer - Director of Suburban Schools'/Metro Regional Program

Building	Administrator	Address	Phone
Blumfield Elementary	~~Mr. Peyton Lewis~~ Mrs. Ashley Tomjack	10310 Mockingbird Drive	402.331.0891
Karen Western Elementary	~~Dr. Josh Wilken~~ Mr. Andrew Mather	6224 'H' Street	402.731.7477
Meadows Elementary	Ms. Lisa Schroeder	9225 Berry Street	402.339.6655
Mockingbird Elementary	Mr. Brian Ferguson	5100 South 93rd Street	402.331.6954
Seymour Elementary	Ms. Jody Blessen	4900 South 79th Street	402.331.0540
Wildewood Elementary	~~Dr. Heather Nebesniak~~ Mrs. Ashley Holmes	8071 Ralston Avenue	402.331.6475

Overview - Page 5 Accreditation Ralston Public Schools Purpose statement Ralston Public Schools Direction statement Ralston's educational beliefs Board of education policies Right to handbook notice	**Communication - Page 5** Phone & Email communication Parent-Teacher conferences Progress reports School publications Notice of Parental Rights
Day to Day - Page 7 Class treats/gifts/flowers/party invitations Lost clothing Skateboards/scooters Sports equipment Student fees, fines and charges Elementary fee list Telephone messages Toys Valuables Visitors to school	**Code of Conduct & Discplinary Action - Page 12** Student conduct General conduct of students Dress code Use of Tobacco Products Illegal Substances Sniffer Dogs Weapons in the schools School bus/van rules and regulations Student discipline Emergency Exclusion
Academics - Page 22 Instructional materials and activities Student assistance teams Field trips Prekindergarten Child Find notice Complaint regarding printed materials	**Meals - Page 24** Breakfast/lunch program Lunch room behavior
Extended Day - Page 25 Extended day care program (Lil' Rams) Intramural activities	**Enrollment & Student Placement - Page 26** Entrance age Change of residence/phone number Placement of students in classes Transfer or withdrawal from school Within district transfers of students
Attendance - Page 27 Time of arrival Absence procedures Compulsory attendance and excessive absenteeism Leaving before the end of the day Release of student to non-custodial parent Nebraska compulsory attendance law	**School Property & Student Safety - Page 29** Safety Safety drills Bicycle rules Inclement weather – School closing/considerations Animals on School Grounds
Medical - Page 31 Communicable diseases Emergency care of a student First aid Immunizations Medication Physical examinations	**Family Engagement - Page 34** Parental/Guardian involvement in educational practices Standards and benchmarks for parent involvement Policy 5018 Parent/Guardian involvement in educational practices Title I: School-Parent Compact

Summary of communicable diseases and contagious conditions	
Technology - Page 38 Student internet and computer use Technology in Ralston Elementary & Middle Schools Acceptable Use Policy Cell phones Online grading site Student internet and comuter access Policy 5063 Audio & Video Recording	**Policies & Procedures - Page 43** Policy 5022 Investigations, Arrests, & Other Student Contact by Law Enforcement or Healthy & Human Services Policy 4001 Notice of non-discrimination Parent concern procedures Records available for review Grievance procedure for discrimination claims Notice to parents – Professional qualifications Testing Policy Parental/Guardian Notification of Student Surveys

OVERVIEW

RALSTON PUBLIC SCHOOLS PURPOSE STATEMENT

A community dedicated to achieving excellence through purposeful instruction and nurturing a climate of hope.

RALSTON PUBLIC SCHOOLS DIRECTION STATEMENT

Cultivating resilient citizens prepared for the diverse demands of the future.

THE RALSTON PUBLIC SCHOOLS BELIEVES…

- An educational process is a partnership involving the school, the family, the student, and the community.
- Students learn best when they are actively engaged in the learning process.
- All students can learn.
- Students learn best when schools maintain high expectations for learning.
- The foremost responsibility of any educational organization is the student.
- The essence of education is the ability to develop lifelong learners to deal responsibly with choice in a changing world.

ACCREDITATION

The Ralston Public School District has achieved AdvancED district accredidation.

BOARD OF EDUCATION POLICIES

Board of Education policies can be accessed on the district website: www.ralstonschools.org.

RIGHT TO HANDBOOK NOTICE

Handbooks will be available on the district and school websites. Notification of the web address and location to links will be provided to all students. In addition, any parent or student may request a printed copy of the handbook. A copy of the general rules of conduct will be posted in a conspicuous place in each school building.

COMMUNICATION

PHONE & EMAIL COMMUNICATION

To ensure effective and timely communication between our school district, staff, and school patrons, Ralston Public Schools uses a messaging platform to announce or remind our students and parents/guardians about important upcoming events. Also, it can serve as an information system to communicate student absences, school cancellations due to inclement weather, and crisis situations that may arise. Messages may come in the form of a pre-recorded phone call, text, push alert through the RPS Mobile App, and in other cases, will be accompanied by an email.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences are scheduled twice a year. If additional conferences are desired, parents are encouraged to contact their child's teacher or principal. Appointments for the conferences will be made at a mutually convenient time. Conferences are designed to share information between parent(s) and teachers.

Parents are encouraged to attend each of the scheduled conferences.

PROGRESS REPORTS

Student progress will be formally reported to parents four times each school year. The main purpose of the reporting system is to communicate to the parent and the student, the teacher's assessment of the student's growth and development. A child's achievement in the academic areas is based on his/her ability and performance. Achievement markings are given based on the progress the child has made as he/she works on those materials that are educationally appropriate for him/her.

SCHOOL PUBLICATIONS

Each building will provide a newsletter to parents with updated information specific to your child's school. School Board policies, handbooks, and curriculum information are available at each school building and online at: www.ralstonschools.org.

NOTICE OF PARENTAL RIGHTS

The Family Education Rights and Privacy Act and the Nebraska Public Records Law authorize school districts to make "directory information" available for review at the request of non-school individuals. These laws also give parents and guardians a voice in the decision-making process regarding the disclosure of directory information regarding their children.

Directory information is information from an education record of a student which would not generally be considered harmful or, if it were disclosed, an invasion of privacy. For example, an athletic program, which lists the names of team members, their heights and/or weights, and an academic program which lists the names of students receiving academic awards both contain directory information. Directory information includes the following information about a student:

- Name and grade
- Address
- Telephone number, including the student's cell phone number
- E-mail address
- Date and place of birth
- Dates of attendance
- The image or likeness of students in pictures, videotape, film or other medium
- Major field of study
- Participation in activities and sports
- Degrees and awards received
- Social media usernames or handles
- Weight and height of members of athletic teams
- Most recent previous school attended
- Certain class work which may be published onto the Internet
- Classroom assignment and/or home room teacher
- Student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only the authorized user.

Directory information does not include a student's social security number.

Upon request, the district will provide military recruiters and institutions of higher education with the names, addresses and telephone listings of high school students unless a student's parents have notified the district that they do not want this information disclosed without their prior written consent

The district will notify parents and guardians each year of their rights under this policy and the Family Educational Rights and Privacy Act. Parents will be given to opportunity to prevent the release of this directory information by filing a written objection with the district.

Ralston Public Schools has defined directory information for media purposes.
Several times during the school year, local media (TV, radio, newspaper, etc.) visit Ralston schools for newsworthy items, school happenings, holidays, local interest items and interview/photograph students for newspaper articles, TV news items, and promos. Media events are considered directory information.

Ralston Public Schools has defined directory information for the use of the Web (www.ralstonschools.org).
All Ralston schools and district Internet Web pages are considered directory information. Internet Web pages (schools and district) may contain pictures and names of students.

Internal/External use of information: Whatever choice you make, the school district will be able to use this directory information for internal school purposes and to share it with other educational institutions and professionals in accordance with law. Please refer to this student handbook referencing Parental/Guardian Access to Student Records and Routine Directory Information (Policies 5016 and 5017). If you disagree with the way directory information may be used, please complete a written objextion in writing, available at 8545 Park Drive, Omaha, NE 68127. The objection should be completed by the 1st of September of the current school year.

DAY TO DAY

CLASS TREATS/GIFTS/FLOWERS/PARTY INVITATIONS

For the safety of our students, homemade food items will not be permitted. Treats for birthdays or other special occasions must be purchased from a store and must arrive in the original store container. We encourage you to consider alternative non-edible treats such as, pencils, erasers, or buying a book for the classroom as ways to celebrate your child's birthday. Gifts/flowers may be delivered to the office but will be kept in the office until the end of the school day.

Party invitations that include the **entire class** can be distributed at school. Invitations that are only for select students need to be mailed by parents. The school is not permitted to provide other student information to mail or contact other families.

LOST CLOTHING

All clothing the student would normally remove while in school should be marked with the child's first and last names. If an article of clothing is lost, the student should check in the lost and found area. Periodically throughout the year, the school will donate to charitable organizations clothing placed in the lost and found area that has not been claimed.

SKATEBOARDS/SCOOTERS

Safety concerns dictate that skateboards, scooters, and similar play items are not allowed on school property.

SPORTS EQUIPMENT

Such articles as hockey sticks, gloves, mitts, bats, toys, skates, etc. should not be brought to school without prior permission from the principal.

TOYS

To help eliminate classroom disturbance, disagreements on the playground, and to prevent loss or breakage, toys should not be brought to school. An exception to this rule will be made if the toy is to be used in "show and tell" and has been approved by the teacher. In this case the toy should be brought to school in a sack or book bag and taken out only for the purpose of and during classroom "show and tell" time. **The student and his/her parent assume liability for any personal item brought to school**.

STUDENT FEES, FINES AND CHARGES

The District's general policy is to provide for instruction in accordance with the Nebraska State Constitution. The district offers some activities, programs, and services that extend beyond the minimum level of constitutionally-required free instruction and as such may require additional expenditures that are properly borne by students as a separate charge. Such charges shall be kept to a minimum to maintain the activity, program or service. Students qualifying under part 3 of this policy may receive a fee waiver. No fees, materials, specialized or non-specialized attire, or equipment shall be required of students except as expressly permitted.

PART ONE:

The District's general policy is to provide for instruction in accordance with the Nebraska State Constitution. The district offers some activities, programs, and services that extend beyond the minimum level of constitutionally required free instruction and as such may require additional expenditures that are properly borne by students as a separate charge. Such charges shall be kept to a minimum to maintain the activity, program or service. Students qualifying under part 3 of this policy may receive a fee waiver. No fees, materials, specialized or non-specialized attire, or equipment shall be required of students except as expressly permitted below.

Extracurricular activities and spectator events: A fee will be charged for participation in extracurricular activities and to spectators of extracurricular activities. Each school building shall annually submit its extracurricular fee list to the District for approval and publication in that school's handbook.

1. Fees may be charged for participation in extracurricular activities. Extracurricular activities are those activities or organizations where student participation is voluntary and does not count toward graduation or advancement between grades.

2. Schools may require students to furnish specialized equipment and attire, or pay a reasonable fee for use

of district owned equipment and attire, for participation in extracurricular activities including such activities as extracurricular music.

3. Clubs, teams and organizations for which there may be a fee required for participation may also, as a club, team or organization, decide to make purchases, and may fundraise and/or seek donations according to District policy to assist in the funding of such purchases, which may include, but are not limited to, apparel and trips. The decision of an organization to require members to participate in fundraising or otherwise fund purchases is not a fee charged by the District.
4. Fees may be charged for admission to activities and events which occur at the facilities of Ralston Public Schools and for transportation to and from activities and events which occur at other schools, when those activities do not count toward graduation or advancement between grades and when student participation is voluntary.
5. A school may sell an activity ticket that admits students to activities and events that do not count toward graduation or advancement between grades.
6. Field trip fees may only be charged if participation by the student is voluntary and it does not relate to the required curriculum or if the field trip occurs after school hours and does not count toward school attendance.

Materials for course project: The District authorizes the operation of school stores in which students may purchase food, beverages and personal or consumable items. A school store need not have a permanent physical presence and may provide order forms for students to voluntarily purchase items from the school or another vendor. School stores may stock required personal and consumable items and make such items available to students for voluntary purchase. Schools may not require students to purchase an item directly from the school store.

Clothing: In addition to school guidelines about general appropriateness of attire, school buildings may require students to furnish and wear non-specialized clothing meeting general guidelines for the specified courses and activities, if the guidelines are reasonably related to the course. Each school's clothing guidelines shall be submitted to the District for approval and publication in the student handbook.

Musical Instruments: Students who take an elective band course shall be required to supply their own instrument or rent an instrument, except those students who qualify under part 3 of this policy. For those students qualifying under part 3 the district shall not be required to provide for the use of a particular type of musical instrument for any student. The District shall supply the music for such courses.

1. Personal supplies related to musical instruments including, but not limited to, items such as reeds, cork lubricant, pipe cleaners, cleaning cloths and other supplies of general upkeep and considered personal consumable items shall be the responsibility of the student.
2. Schools may require students to furnish their own musical instruments, stands, music and specialized attire for participation in extracurricular music organizations and activities.

Lost or damaged school property: A school may require a student to reimburse the school district for repair or replacement of school district property, which is entrusted to the student and is lost or damaged, as well as property of the district damaged through the acts of a student.

The Board of Education authorizes assessment of fines for damaged, lost or overdue books purchased by the district and loaned to students free of charge.

Donations: The District may request donations of money, materials, equipment or attire to help defray costs of educational programs. The request for donations will clearly indicate the request as a donation and not a requirement.

Yearbook: Students may be charged for the purchase of yearbook.

Food: Students may be charged a fee for the purchase of breakfast and/or lunch. Students may be charged for the cost of food, beverages, and the like that students purchase from a school store, a vending machine, a booster club or similar sources. Students may be required to bring money or food for field trip lunches and similar activities.

Student files and records: Fees may be charged for copies of student files or records. Parents of students have the right to inspect and review the student's files or records without the payment of a fee, and no fee shall be charged to search for or retrieve any student's files or records.

PART TWO:
Student Fee Fund: Fees that are charged to students pursuant to PART ONE, shall be deposited into the Student Fee Fund and expended for the purpose for which they were collected from students.

PART THREE:
Waiver of Student Fees: Fees that are charged pursuant to PART ONE, subsections A and C shall be waived for students who qualify for participation in the free or reduced-price lunch program under United States Department of Agriculture child nutrition programs. Actual participation in the free and reduced- price lunch program is not required to qualify for waivers in this section. All students shall be provided forms at the beginning of each school year, upon enrollment in the District, or at the request of the student, which provide the necessary information and permit the District to use this information to determine eligibility for fee waiver. Criteria for fee waiver will be the same as the criteria for participation in the free and reduced-lunch program. Application forms for fee waivers are available from each building principal. Once the school district has received a student's completed fee waiver application form, and has verified the student's eligibility, waiver of the fee shall be granted for the student. The district is not obligated to provide any particular type or quality of equipment or other material to eligible students.

ELEMENTARY FEE LIST

Fees Assessed:
Transcripts: $1.00
Lost/Damaged library and/or classroom textbook: replacement cost
Lost/Damaged clothing/equipment: replacement cost
Lunch Prices: $2.45, Reduced Lunch: $0.40
8 oz. Milk: $0.50, 4 oz. Orange Juice: $0.35
Breakfast: $1.55, Reduced: $0.30
Recommended Items - Not Required
Backpack

Water bottle
Paint shirt

Required clothing
Select vocal music group attire: $25.00
Rubber soled athletic shoes for PE

Optional Items Available for purchase
Ralston High School Activity Ticket-$40.00
Yearbook-determined at building level
Student Picture Packages-$6.50-$25
Printed clothing
Paperback books for personal ownership

Donations and Fundraising:
As approved by Superintendent or designee

TELEPHONE MESSAGES

Except in an emergency, placing telephone calls to a student during the school day is discouraged. When it is necessary to get a message to a student, please call the school office. We will attempt to deliver the message to the student. **Please call 30 minutes prior to dismissal to ensure that staff have time get the message to your child.**

VALUABLES

Students are discouraged from bringing valuables to school. Secure locations for personal items may not be available and the school does not assume responsibility for non-approved items brought to school.

VISITORS TO THE SCHOOL

The Board of Education and staff of the District welcome visits to the schools. Such visitations will be governed by those rules and regulations established by the district to provide a safe environment.

I. In accordance with building and District safety procedures, parents/guardians/patrons, students, and others may visit schools. These visits shall be in compliance with all building and District safety guidelines. The principal or appropriate Central Office administrator authorizing the visits shall consider the following:
   a. Disruption to the educational environment;
   b. Distraction to students and staff;
   c. Confidentiality of students and staff;
   d. Safety of students and staff.

II. Parent/Guardians/Patrons

a. Parents/Guardians wishing to attend and monitor courses, counseling sessions, and other instructional activities, must obtain prior approval of the appropriate teacher, counselor, or administrator.
b. Parents/Guardians attending or monitoring courses with prior approval who, by their conduct or presence, interfere with the educational process or constitute an interference with school purposes, will be asked to leave.
c. Parents/Guardians/Patrons attending building assemblies, building activities, classroom activities/parties during school hours will sign in at the office in accordance with building procedures.
d. Unless otherwise restricted by law or court order, parents/guardians may visit their child's class for a segment of time that does not interfere with the educational process.
e. All visitors will report to the school office upon arrival and departure.

III. Visitation by Students
a. Visits by students from other school districts or buildings must be cleared through the building principal. If approval is given, a visitor's pass will be issued.
b. Children below legal school age wishing to visit the school must be accompanied by their parent or guardian.

IV. Program Visitations
a. Persons wishing to visit schools for the purpose of viewing new programs, organizational patterns, facilities, etc. must obtain clearance from the appropriate Central Office administrator.

CODE OF CONDUCT & DISCPLINE

STUDENT CONDUCT

Bullying Prohibited. Bullying disrupts a school's ability to educate students, threatens public safety by creating an atmosphere in which such behavior can escalate into violence.

Bullying Prevention and Education. Students and parents are expected to immediately inform teachers or administrators orally or in writing about bullying behavior or suspected bullying behavior. School employees are required to inform the administrator of all such reports. The appropriate administrator shall promptly investigate all such reports. Each building shall engage in activities, which educate students about bullying and bullying prevention.

Bullying Defined. Bullying means any intentionally hostile or offensive verbal, written, graphic, demonstrative, electronic, or physical act that has the purpose of exerting domination over another student through the act of intimidating, frightening, oppressing, or adversely controlling the student, and that is disruptive of the educational process, or any ongoing pattern of physical, verbal, written, graphic, demonstrative, or electronic abuse, on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, or at school-sponsored activities or school-sponsored athletic events. This may include, but is not limited to, verbal, graphic, written, or electronic activities such as name-calling, taunting, blackmailing, inciting to fight, terrorizing, or physical or demonstrative activities such as poking, blocking or impeding, following, hair pulling, mock hitting motions, intentionally bumping, tripping, and damaging clothing.

Sexual Harassment. Sexual harassment is defined as any unwelcome act of a sexual nature. It may include, but is not limited to, unwelcome sexual advances, requests for sexual favors, and verbal or non-verbal sexual comments or physical conduct of a sexual nature. Any offenses that meet the definition of sexual harassment may result in suspension or potential reassignment based on the severity of the incident. Legal authorities may be contacted.

GENERAL CONDUCT OF STUDENTS

Students are expected to conduct themselves in an orderly, dignified, and respectful manner at all times. This applies to student interactions with other students, staff members, and visitors. Violence will not be tolerated. Any such actions on the part of students will result in immediate consequences, as outlined in school board policy and/or Nebraska statutes. Consequences may include student exclusion, suspension and/or expulsion. (See Appendix) Student discipline shall conform to the general rules of conduct that are stated in the Board approved handbooks. (Policy 5035)

Principles and General Procedures: It is the philosophy of the School District of Ralston that appropriate behavior is of great importance in schoolwork, and that all feasible means should be employed to help each student develop skills in self-discipline. Students are expected to follow school and classroom rules, and to be courteous to all of their associates. Such learning may call for control of student conduct by adults.
Any Ralston student is subject to disciplinary procedures for inappropriate actions that take place at his/her building of attendance or any other district building and/or school related activity or for any other action prohibited by state statute.

Students may be kept after school at the discretion of a staff member. In such cases, every effort will be made to notify the parents. If a parent cannot be reached, the student will be allowed to leave, but may be kept before or after school on another day after parent notification. If two students are involved in an act of misconduct, the school is not permitted to share the consequences of another student with the other parties parents/guardians.

DRESS CODE

The school dress code is based on the principle that student dress is a responsibility of each student's parents/guardians. For this reason, we feel that many of the restrictions on dress code and grooming should originate with the parent/guardian rather than with the school administration.

The dress code should allow for individualism and meet the current trend of changing styles. However, when a style becomes extreme, the matter will be discussed with the student. Students wearing clothing that is deemed inappropriate may be sent home or have proper clothing delivered by a parent or wear clothing stored in the office for dress code violations. Students who refuse to comply will face disciplinary action.

1. Appearance which is disruptive, according to the staff, will not be allowed. Students may be referred to administration for final approval. Automatically included in this category are:
    a. Any clothing that is offensive or distracting to the learning environment. (Clothing with vulgar, obscene, profane, suggestive or otherwise inappropriate drawings or slogans)
    b. Sagging pants.
    c. No bare midriffs

   d. No spaghetti straps, tank tops with less than 2 inch sleeves on both arms, or strapless tops may be worn.
   e. Pants/clothing with tears/missing fabric that reveals excessive skin.
2. Students must wear shoes or sandals at all times, no slippers.
3. Students will not be allowed to wear hats, caps, bandanas, bandanas worn as headbands, or other head coverings that are not related to an individual's religious/cultural belief. Those items are to be kept IN LOCKERS during the day from 7:30 to 3:30. Bandana printed items may not be worn or displayed.

ILLEGAL SUBSTANCES

State law and Board of Education policy strictly prohibits students from having tobacco products, alcoholic beverages or drugs at school. Violation of this policy will result in appropriate disciplinary action, and may cause the student to be suspended or expelled from school.

USE OF TOBACCO PRODUCTS

The use or possession of any tobacco product, including the use of vapor products, alternative nicotine products, or any other such look-alike product, is not permitted on school property at any time.

SNIFFER DOGS

The superintendent, or the building principal with the superintendent's permission, may initiate the use of specially trained sniffer dogs to conduct an inspection (Policy 3045).

WEAPONS IN SCHOOLS

Weapons. No student may possess, handle, or transmit any weapon while on school grounds or at any school activity or event off school grounds except as permitted by this policy. No visitor under the age of 18 may possess, handle, or transmit any weapon while on school grounds or at any school activity or event off school grounds except as permitted by this policy. ***Definition of Weapon.*** The term "weapon" means any object, device, instrument, material, or substance which is capable of causing injury in the manner it is used or intended to be used.

Firearms. No person may bring, possess, handle or transmit a firearm on school grounds, in a school owned vehicle, or at a school activity or event off school grounds, except as permitted by this policy. ***Definition of Firearm.*** The term "firearm, as defined in 18 U.S.C. 921, means 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, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, or any destructive device (excluding an antique firearm).

SCHOOL BUS/VAN RULES AND REGULATIONS

These rules apply to all means of district provided transportation.

1. The driver is responsible for the students and the safety of the bus
2. Students will be picked up and /or dropped off at the pre-arranged location and time.
3. The driver will wait for up to 3 minutes for a student at a stop, after which time the driver will travel to the next stop.
4. Students are to follow school rules while riding on the bus: Be Safe, Be Responsible, Be Respectful.
   a. Students are to follow the directions of the bus driver
   b. No food or drink allowed on the bus at any time

c. Hands and feet must remain in the bus at all times
d. Students will remain seated while the bus is moving
e. Students will wear seat belts when available

5. Students are responsible for any damages they create to the bus
6. Students will be discharged ONLY to regular stops unless otherwise pre-approved through the Director of Transportation.

Students may be suspended from riding privileges for failure to follow any of these regulations.

STUDENT DISCIPLINE

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in this policy and 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. Disciplinary consequences may also include in-school suspension, Saturday School, and any other consequence authorized by law. District administrators may develop building-specific protocols for the imposition of student discipline.

In this policy, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

Any statement, notice, recommendation, determination, or similar action specified in this policy shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her parent or guardian.

Any student who is suspended or expelled from school pursuant to this policy may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

Short-Term Suspension

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

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

The following process applies to short-term suspension:

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

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

Emergency Exclusion
Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

Weapons and/or Firearms
Students may be disciplined for the possession of weapons and/or firearms pursuant to the board's separate policy on weapons and firearms or state law.

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

Expulsion
1. **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.
2. **Summer Review**. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be

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

3. **Suspension of Enforcement of an Expulsion**: Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.
4. **Alternative School or Pre-expulsion Procedures.** The school shall either provide an alternative school, class or educational program for expelled students or shall follow the pre-expulsion procedures outlined in NEB. REV. STAT. 79-266.

Grounds for Long-Term Suspension, Expulsion or Mandatory Reassignment:
The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, NEB. REV. STAT. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the

second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;

10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules if such violations constitute a substantial interference with school purposes:
    a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion;
    b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
    c. Violating school bus rules as set by the school district or district staff;
    d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, or a tobacco imitation substance or packaging, regardless of form, including cigarettes, chewing tobacco, and any other form of tobacco or imitation, such as electronic cigarettes, vapor pens, etc.;
    e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
    f. Possession of pornography;
    g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);
    h. Engaging in hazing, defined as any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. Hazing activities are generally considered to be: physically abusive, hazardous, and/or sexually violating and include but are not limited to the following: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; branding; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault;
    i. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;

j. Violation of the district's computer acceptable computer use policy are subject to discipline, up to and including expulsion; and
k. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

Due Process Afforded to Students Facing Long-term Suspension or Expulsion

The following procedures shall be followed regarding any long-term suspension, expulsion or mandatory reassignment

1. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The 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, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
    b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
    c. A statement that, before long-term suspension, expulsion, or mandatory reassignment for disciplinary purposes can be invoked, the student has a right to a hearing, upon request, on the specified charges;
    d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
    e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and
    f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail.
3. 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.
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. If a hearing is requested within five days after receipt of the notice, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below.
6. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing officer who shall

follow the "hearing procedures" outlined below, except that the time constraints set forth may differ as provided by law and this policy. The student shall be entitled to a hearing but the consequence 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.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (NEB. REV. STAT. § 79-254 to 79-294). The school district will provide parents with copies of the relevant statutes upon request.

EMERGENCY EXCLUSION

Grounds for Emergency Exclusion
Any student may be excluded from school in the following circumstances subject to the procedural provisions governing short-term suspension found elsewhere in these policies or state law:

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 that prompted the exclusion.

Extension of Exclusion
In the event it is appropriate to consider the extension of an emergency exclusion (exclusion) of a student for more than five school days. Pursuant to the Student Discipline Act, the principal has the authority to exclude a student from school for five school days on an emergency basis. If the superintendent or superintendent's designee determines that it is appropriate to consider the extension of an exclusion beyond five days, such consideration shall be considered according to the procedures set forth below.

Notification of Student's Parent(s) or Guardian(s): The superintendent or the superintendent's designee shall notify the student's parent(s) or guardian(s) that the principal has proposed the extension of the exclusion. If the initial notice is oral, the superintendent shall confirm it in writing.

Opportunity to Request a Hearing: The student's parent(s) or guardian(s) may submit an oral request for a hearing on the proposed extension of the exclusion within two school days of receiving the initial notice. If the initial request for a hearing is oral, they shall confirm the request in writing.

Failure to Request a Hearing: If the parent(s) or guardian(s) do not request a hearing within two school days of receiving oral or written notice, the proposed extension of the exclusion shall automatically go into effect.

Appointment and Qualifications of a Hearing Examiner: If the parent(s) or guardian(s) request a hearing, the superintendent shall appoint a hearing examiner upon receiving a request for a hearing. The hearing examiner may be any person who did not bring charges against the student, is not to be a witness at the hearing, and has no involvement in the charge.

Hearing Examiner's Notice to Parent(s) or Guardian(s): The hearing examiner shall promptly give written notice of the time, date and place of the hearing. The hearing will be held within five school days after the school district receives the initial oral or written request; provided, the hearing may be held more than five school days after receipt of the request upon a showing of good cause. No hearing will be held on less than two (2) school days' notice unless otherwise agreed to by the student's parent(s) or guardian(s) and school officials.

Continued Exclusion: If a hearing is requested, the principal may determine in his or her sole discretion that the student shall remain excluded from school until the hearing officer makes a recommendation to the superintendent.

Examination of Student's Records and Affidavits: Prior to the hearing, the student and his/her parent(s) or guardian(s) shall have the right to examine and have school officials explain the student's records and any affidavits that will be used by school officials at the hearing.

Attendance at Hearing: The hearing may be attended by the hearing examiner, the principal (or designee), the student, and the student's parents or guardian(s). The student may be represented at this hearing by a representative of the family's choice.

Student's Witness(es): The student and his/her parent(s) or guardian(s) may ask any person with knowledge of the events leading up to the sanction or with general knowledge of the student's character to testify on behalf of the student. If school personnel or other students are requested to testify by the student's parent(s) or guardian(s), the hearing officer shall endeavor to help obtain the presence of such witnesses at the hearing.

Right to Know Issues and Nature of Testimony: The student and his/her parent(s) or guardian(s) have the right to request in advance of the hearing the issues which the administration will propose in support of the extension, and the general nature of the testimony of any administrative or expert witnesses.

Presence of Student and Witnesses at the Hearing: The student and witnesses may be excluded at the discretion of the hearing examiner in accordance with state statutes. The student may speak in his/her own defense and may be questioned on such testimony, but may choose not to testify.

Sworn or Affirmed Testimony: The principal or his or her designee shall present evidence supporting the recommended extension of the exclusion. Witnesses will give testimony under oath of affirmation, and may be questioned.

Hearing Examiner's Report and Recommendations: The hearing examiner shall prepare a report of his or her findings and recommendations, and forward the report to the superintendent.

Superintendent's Decision: The superintendent will review the hearing examiner's report and determine whether to extend the exclusion. He or she shall have the decision delivered or sent by registered or certified

mail to the student, student's parent(s), or guardian(s). If the superintendent decides to extend the exclusion, the extension will take effect immediately.

ACADEMICS

INSTRUCTIONAL MATERIALS AND ACTIVITIES

The District will provide access to textbooks and other curriculum materials used in Ralston schools for parental review. If any materials appear questionable to a parent / guardian, a request may be made to have the material reviewed by a panel of teachers and parents. It is Ralston Public School's intent to keep parents well informed. Parents and guardians are welcome at any assembly, counseling session, or other special educational activity. Please contact the building principal prior to the event to insure space may be provided.

STUDENT ASSISTANCE TEAMS

When a student experiences difficulties with learning or behavior in school, the teacher will consult the student's parent(s). If the problem persists the teacher or other school personnel may also seek the advice or suggestions of other teachers. Sharing of expertise among educators whether the problem is simple or complex, often promotes desirable solutions. At each elementary school, appropriate personnel, referred to as the Student Assistance Team (S.A.T.), meet regularly to assist in providing the most desirable education opportunities for the students.

The S.A.T. usually consists of regular educators including the student's teacher, parent(s), and other personnel who may be appropriate to consider the problem at hand. Staff members who will be included on the team are general education classroom teachers, administrators and school counselors or reading specialists. Special education staff may be involved occasionally as needed. Parents will receive a notice and invitation to attend all S.A.T. Meetings.

The goal of the team is to share information in a problem-solving discussion. The classroom teacher will bring evidence to demonstrate the difficulty occurring within the classroom. As a team, the members will discuss possible causes for the difficulty. After a cause has been identified team members will give recommendations. The recommendations will become interventions. Once the interventions have been identified, persons responsible will be identified as well as a time line. Generally a S.A.T. intervention will be tried for approximately 30-45 hours of intervention. This allows for accurate data collection on whether the intervention was appropriately identified and successful. At the end of approximately 30-45 hours of intervention a S.A.T. 2 meeting will occur. At this meeting results of the interventions will be shared. The team will determine if the appropriate level of success has been reached. Additional interventions may be put in place and monitored for another 30-45 hours of intervention. If the team feels that appropriate interventions have been in place and the child is not making significant progress a further recommendation for testing may be made. Parents are encouraged to participate and be involved throughout the entire S.A.T. process.

FIELD TRIPS

Students in prekindergarten through sixth grade will have the opportunity to participate in field trips throughout their educational experience. Information about specific field trips where students leave the building will be sent home to parents and guardians prior to the field trip. This includes transportation to other buildings for school-related events (e.g. concerts, orientation, etc.). Parents/guardians will electronically sign a permission slip as part of the student information verification process completed annually.

On field trips, parents are not typically able to ride the bus due to the limited amount of space on the bus. Therefore, if parents/guardians plan on attending field trips, they may be asked to provide their own transportation.

PREKINDERGARTEN

The Ralston Public Schools offers prekindergarten programming in all elementary buildings. Prekindergarten Handbooks are provided to each parent/guardian over the summer before school begins. Prekindergarten screenings are held in the spring and summer for the following school year. For information please contact the District Office at 402-331-4700.

CHILD FIND NOTICE

Ralston Public Schools has an ongoing goal of locating and identifying all children, birth through age 21, who have special needs. The district will provide any child or youth who has a disability an appropriate public education at no cost to the parents of the child. Children or youth with disabilities are those who have hearing impairments, vision impairments, behavioral disorders, deafness, blindness, health impairments, specific learning disabilities, mental disabilities, autism, or traumatic brain injuries. In addition, children and youth with any disability which substantially limits a major life activity may receive modifications to allow them access to an appropriate education (Section 504 of the Rehabilitation Act, as amended).

The Ralston Public Schools requests your help in locating children and youth with disabilities who are eligible to benefit from Special Education. If you know of a child or youth who is a resident of the District, who may have a disability and is not receiving needed services, please contact the Director of Student Services, 8545 Park Drive, Ralston, NE 68127.

COMPLAINT REGARDING PRINTED MATERIALS

Patrons, students or faculty members desiring to make a complaint about any textbook, workbook, or materials used within the Ralston School system should file a written complaint with the building principal. Each building principal serves as a chairperson of a committee composed of faculty, librarian, and lay citizens who will review each complaint on an individual basis and make a decision based upon this review. All decisions are subject to review by the Superintendent of Schools. Patrons in disagreement with the decision reached by the committee and/or the Superintendent may appear before the Board of Education with their complaint

MEALS

BREAKFAST / LUNCH PROGRAM

Each elementary school will provide a hot lunch for students in grades kindergarten through six for a nominal fee. Students are encouraged to eat at school by purchasing a hot lunch, or they may bring a sack or cold lunch.

The cost for a hot lunch is $2.45 per meal. All hot lunch trays include a carton of milk. Any student who is allergic to milk will be offered a substitute. To qualify for this substitution a written statement from a doctor stating the student is unable to drink milk must be on file in the office of the school.

Students bringing a cold lunch may purchase milk for $.50 or orange juice for $.50. Carbonated/soda drinks with cold lunches are discouraged.

All Ralston elementary schools offer breakfast. The cost is $1.55.
Parents are strongly encouraged to use the online lunch payment option and to maintain a positive balance in the student's account. For information on how to sign up for and use this option please visit the school's website and click on the "Online Lunch Payment" button.

Parents are encouraged to eat lunch with their children at any time. Anyone planning to eat at school should call the school office by 8:30 a.m. to be included in that day's lunch count. Adult meals cost $2.50 for breakfast and $3.25 for lunch.

A free and reduced price lunch program is available for those qualifying. The cost is $.40 for a reduced lunch and $.30 for a reduced breakfast. Application forms for this program were mailed in August to the parents/guardians of students enrolled in the school district. Additional forms are also available in the school office.

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, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

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 responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or 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 discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint 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.

USDA is an equal opportunity provider, employer, and lender.

LUNCH ROOM BEHAVIOR

Students will:

1. Talk in normal voice tones at all times.
2. Conduct themselves in a manner that is acceptable to dining in a large group.
3. Eat only their own food.
4. Display good manners.
5. Respect the rights of others.
6. Ask and receive permission before leaving the lunchroom.

Infractions of the above rules will lead to appropriate disciplinary actions by the administrator or the persons assigned to monitor the lunchroom.

EXTENDED DAY

EXTENDED CHILD CARE PROGRAM - LIL' RAMS

The Ralston Schools Foundation offers parent pay extended childcare in each elementary building if there is adequate interest. The hours are 7:00 - 8:15 a.m. and 3:30 - 6:00 p.m. on days school is in session. Extended hours are offered for schools with weekly early dismissal. Please call Sara Ryan, Lil' Rams Director, at (402) 898-3491 for registration and fee information. Registration forms are available at each elementary school office.

Tuition for Fall 2018:

$ 25.00 weekly for Early Release only (1:30-6:00 pm)
$ 50.00 weekly a.m. only
$ 53.00 weekly p.m. only
$ 68.00 weekly full time
$ 35.00 per day – inservice

INTRAMURAL ACTIVITIES

Intramural activities will be scheduled intermittently throughout the year. Detailed information, along with participation permission slips, will be sent to the parent(s) of the students eligible for intramural programs. **For supervision reasons, siblings are not permitted to wait for students participating in intramurals.**

ENROLLMENT & STUDENT PLACEMENT

ENTRANCE AGE

The Ralston School District will admit a child

a. who is age eligible for kindergarten based on their age (must be 5 on or before July 31st of the current year)
b. who is age eligible for prekindergarten based on their age and meeting eligibility criteria
c. whose parent or guardian requests such entrance and provides an affidavit stating that the child attended kindergarten in another jurisdiction; or
d. whose parent or guardian requests such entrance and provides an affidavit that the family anticipates a relocation to another jurisdiction that would allow admission within the current year; or
e. whose parent or guardian requests such entrance and is recommended for admission through the Early Entrance Evaluation procedures.

CHANGE OF RESIDENCE/PHONE NUMBER

Current contact information is vital for the safety and well being of your child if an emergency occurs. **PARENTS ARE REQUIRED TO PROVIDE A CURRENT PHONE NUMBER IN CASE OF EMERGENCY.** Parents are required to notify the secretary of the school whenever there is an address, a home telephone or work telephone number change. Also, please report any change in emergency numbers.

Upon written recommendation of the principal and approval of the superintendent, any K-12 student regularly enrolled in the school who transfers his/her residence to another school district may continue to attend Ralston Schools until the end of the current semester without payment of tuition. It is understood that the parent(s) or guardian assumes responsibility for the regular and punctual attendance of the child and any transportation that may be needed. The parent will also need to complete an Option Enrollment form if the student will continue to attend Ralston Public Schools.

PLACEMENT OF STUDENTS IN CLASSES

The Ralston Elementary Schools use the following guidelines in determining classroom placement:

- A range of academic ability
- Input from previous teacher(s)
- Social/behavioral relationships

The final decision on classroom placement is the responsibility of the building principal.

TRANSFER OR WITHDRAWAL FROM SCHOOL

Students transferring or withdrawing from school must be cleared through the school office. Parents are requested to notify the school as soon as possible that a withdrawal or transfer is pending.

WITHIN DISTRICT TRANSFER OF STUDENT

Upon written request of the parent or guardian and approval of the involved principals and the superintendent, any student residing within the school district boundaries may receive permission to attend an elementary school other than the one in his/her prescribed attendance area if enrollment permits.

Application for transfer from one attendance center to another within the Ralston Public Schools is required by February 14th. Transfer requests will be considered in the order in which they are received and notification of the transfer decision might not be made until late summer. Transfers will be granted at any time during the school year, if enrollment permits. It should be understood that when such a transfer occurs any needed transportation to or from school is the responsibility of the parent(s) or guardian in accordance with the school's beginning and dismissal times.

ATTENDANCE

TIME OF ARRIVAL

Regular School Days

Kindergarten-6th grade Breakfast: 7:55 a.m. - 8:15 a.m.
Kindergarten-6th grade School Hours: 8:15 a.m. - 3:30 p.m.
Prekindergarten Hours: 8:00-3:30pm on Monday, Tuesday, Thursday, and Friday

Early Release Days: 8:15 a.m. to 1:30 p.m.

Wednesday: Meadows, Mockingbird, Seymour
Thursday: Blumfield, Karen Western, Wildewood

Unless the student is participating in a designated school activity or the student is registered for the extended day care program, students should arrive at 7:55 a.m. at the earliest. Please plan with your child the appropriate time for leaving home so he/she does not arrive earlier than the specified time. IN THE MORNING PRIOR TO THE STARTING OF SCHOOL AND AFTER SCHOOL PLAYGROUND SUPERVISION IS UNAVAILABLE.

Supervision of the student before the first bell and after the dismissal bell is the responsibility of the parent/guardian. Students on the grounds 15 minutes after the dismissal bell will have to be signed out in the office by a parent. **Principals may contact the proper authorities if students are dropped off and/or not picked up within thirty minutes of designated arrival and dismissal times.** Please deliver and pick up your children on time.

Students will not be permitted to return to the classroom after dismissal for items left in the classroom unless supervised by a staff member.

ABSENCE PROCEDURES

When it is necessary for a student to be tardy or to be absent from school, parents are asked to call the school office between the hours of **7:45 and 8:15 a.m**. If the school has not received a call, the school shall call the parent/guardian to verify the student's whereabouts. Parents/guardians are expected to call each day that the student is to be absent from school, unless other arrangements have been made with the school.

COMPULSORY ATTENDANCE AND EXCESSIVE ABSENTEEISM

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

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

Exceptions
This policy does not apply when temporary illness or severe weather conditions make attendance impossible or impracticable.

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

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

Discontinuing Enrollment – 16 and 17 Year Old Students
Only children who are at least 16 years of age may be disenrolled from the district. The person seeking to discontinue the child's enrollment shall submit a signed, written request and submit it to the superintendent using the form which is attached to this policy. The district will follow the procedures outlined on the attached form in considering requests to disenroll.

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

Attendance Officer
Each building principal is designated as an attendance officer for the district. Each building principal, at his or her discretion, may delegate these responsibilities to any other qualified individual. The attendance officer is responsible for enforcing the provisions of state law relating to compulsory attendance. This responsibility

includes but is not limited to filing a report with the county attorney of the county in which a student resides. Compensation for the duties of attendance officer is included in the salary for the superintendent or designee.

Excessive Absenteeism
When a student receives five (5) absences or the hourly equivalent in any semester, the Attendance Officer will follow the attached procedure for addressing barriers to the student's attendance.

Reporting Excessive Absenteeism
The building administrator shall report to the county attorney of the county in which the student resides when the school has documented the efforts made that the collaborative plan to reduce barriers identified to improve regular attendance has not been successful and that the child has been absent more than 20 days per year.

LEAVING BEFORE THE END OF THE DAY

Students leaving school early must be signed out by a parent/guardian. Students must check out of the office prior to them leaving the building. We encourage you to contact the school via written or phone communication to notify the staff of the early departure if possible.

If a student must leave school during school hours for a doctor's appointment or other valid reason please note:

- Students leaving the school prior to dismissal must report to the office before leaving the building.
- Depending upon time of day this could count as an absence.

RELEASE OF STUDENT TO NON-CUSTODIAL PARENT

As specified in current law, **the school may release a student to a non-custodial parent** unless a court order specifically barring such a release has been filed in the school office. A current, original court document must be brought to the school office for copying. The non-custodial parent will be required to provide a valid driver's license to confirm their identity.

Nebraska Compulsory Attendance Law

Every person residing in a school district within the State of Nebraska who has legal or actual charge or control of any child who will reach six (6) years of age prior to January 1 of the then current school year and did not reach sixteen (16) years of age prior to July 16, 2004, and has not reached eighteen (18) years of age shall cause such child to attend regularly the public, private, denominational, or parochial day schools each day that such schools are open and in session except when excused by school authorities, unless such child has been graduated from high school, or unless such child has reached the age of sixteen (16) and such child's parent or guardian has signed a notarized release disenrolling the child on a form provided by the school.

SCHOOL PROPERTY & STUDENT SAFETY

SAFETY

Instruction in safety practices begins in every elementary classroom the first day of school and continues throughout the year. The home and school must work together until safe living is a natural practice of the child.

Parents should constantly set an example of safety for their children. You can do your part by helping your children learn the following:

The student will…

- go directly home after school.
- walk the safest route to and from school.
- look and be sure the way is clear before crossing the street.
- cross the street only at marked crossings.
- stay on the sidewalk. Avoid lawns, vacant lots, etc.
- walk on the left side of the street if there are no sidewalks.
- observe and obey traffic rules.
- get in and out of the car on the curbside.
- make safe choices when crossing the street and in the parking lot.
- observe the rules of good bicycle riding.
- cross railroad tracks at proper places and make safe choices while near the tracks.
- leave items on the ground that belong on the ground.
- refuse all gifts, invitations or rides from strangers.
- obey general safety rules.

SAFETY DRILLS

Students and staff will practice routine safety drills. During a fire drill all people in the building are required to leave.

During tornado drills all students will receive instructions concerning safe areas of the building and precautions to be followed during a tornado.

BICYCLE RULES

All bicycles must be placed in the bicycle rack immediately upon arrival at school. No riding is permitted on school grounds. Bicycles must be chained and padlocked to the bicycle rack. **The school assumes no responsibility for theft or vandalism that occurs to bicycles.**

INCLEMENT WEATHER - SCHOOL CLOSING/CONSIDERATIONS

When the Superintendent or his representative deems it necessary to close school for all or part of the day notice will be provided through the Connect 5 calling system and local radio and television stations. When school is dismissed during the school day, parents may pick up their students or they will be sent home by regular means (bus or walk). Be sure to communicate to your building's office if your contact or emergency information changes.

As a general guideline students will participate in outdoor activities unless the **wind chill is 10° F or below,** above 95 degrees Fahrenheit, or precipitation necessitates students remaining indoors. The Safety Patrol may not be on duty in the case of extreme weather conditions.

ANIMALS ON SCHOOL GROUNDS

Animals are not allowed in school district buildings or on school district property without the written permission of the superintendent except as provided in this policy. See Board Policy 3046 regarding Service Animals and 5061 regarding Therapy Dogs for more information.

MEDICAL

COMMUNICABLE DISEASES

The School District of Ralston will use the communicable disease regulations set up by the State of Nebraska and local Health Departments concerning children with communicable diseases and their attendance at school.

EMERGENCY CARE OF A STUDENT

When, because of illness or injury to a student, it becomes inadvisable for the child to remain in the classroom, the parent will be contacted by telephone and requested to come to school to pick up the child. If the parent(s) cannot be contacted, the emergency numbers that have been furnished to the school will be used. The person from the emergency list will be contacted to come pick up the student within one hour.

If parents or persons on the emergency list cannot be contacted, the student will remain at school during school hours and will return home by regular means except in such cases where in the opinion of school officials, medical aid is needed immediately. In such circumstances an ambulance will be called, at the parents' expense, and the child will be transported to the emergency room of the nearest hospital. Under no circumstances will ill or injured children be allowed to walk home during school hours without parental permission.

FIRST AID

The school attempts to provide a safe environment for your child. First aid will be administered when appropriate. Any treatment beyond first aid is the responsibility of the parents.

IMMUNIZATIONS

Nebraska School Law (79.217-223) requires that all students be immunized against diphtheria, pertussis, tetanus, poliomyelitis, measles, rubella, mumps, Hepatitis B, and 2 doses or year of infection for Varicella **PRIOR TO ENROLLMENT.** Affidavits for religious or medical reasons are available in the school office.

All students will need to have on file at least 3 DTP, 3 Polio, and 2 doses of MMR (Measles, Mumps, and Rubella) immunizations; 3 doses of pediatric hepatitis B vaccine, or, if the alternate hepatitis B vaccination schedule is used, 2 doses of a licensed adult hepatitis B vaccine specified for adolescents 11-15 years of age, 2 doses or year of infection for varicella (chicken pox).

Kindergarten, seventh grade and out-of-state transfer students are required to have dates on file for the following immunizations: 3 DTP, 3 Polio, 2 MMR, 3 Hepatitis B, 2 doses or year of infection for varicella (chicken pox). 7th Graders are required to have an additional Tdap booster (contains Pertussis booster).

Please review your child's records to make sure your child has obtained the needed immunizations prior to enrollment. Please check with your child's physician or contact the Douglas County Health Department for information on immunization clinics that are available (444-7213). You may also contact the school nurse if you have questions regarding the law or need assistance in getting your child's immunizations.

Nebraska School Law dictates that your child will not be able to enroll unless dates of immunizations are provided to the school at the time of enrollment.

MEDICATION

Administering of medication will be done in compliance with the Medication Aide Act. The Ralston school district will not purchase medication for or prescribe medication to any student. Students will be allowed to administer their own prescription medication with parental permission and authorization of the school nurse. Non-prescription (over-the-counter - including cough drops/cold medicine) medication will be administered with written documentation from a licensed health care provider.

The school district will administer medication prescribed by licensed health professionals. Any student required to take physician prescribed medication at school must have an Authorization for Medication in School form, signed by his/her parent(s), on file in the school office. The form may be secured from the school secretary. All medications must be brought to school by the parent/guardian, or an adult authorized in writing by the parent/guardian. All medication must be left in the school office. Medication must be in a container appropriately labeled with the student's name, date prescribed, name of medication, directions for use detailing dosage, time medication is to be taken and the physician's name. The school reserves the rights to limit the amount of medication to be kept at school.

PHYSICAL EXAMINATIONS

The State of Nebraska requires a birth certificate and evidence of a physical examination by a qualified physician for all incoming kindergartners, seventh graders, and all out-of-state transfer students.

Kindergarten students are required to have an eye examination by a qualified medical professional prior to enrollment.

Evidence of a physical examination must be dated no more than six months prior to entrance, and must be on file prior to the first day of school.

If there is objection to a physical examination, a refusal form must be signed and dated at the school by the parent/guardian.

SUMMARY OF COMMUNICABLE DISEASES AND CONTAGIOUS CONDITIONS

Fever

Children will be sent home if they have a fever of 100 degrees or higher. Children must be fever free for 24

hours prior to returning to school with no medication given.

Vomiting

Children will be sent home if they vomit due to illness. Children must be free from vomiting for 24 hours prior to returning to school.

Chicken Pox - By direct contact and airborne spread.
Approximately 2 weeks, but may be as long as 3 weeks, after exposure a susceptible person may be expected to "break out" with their first crop of blister-like eruptions. New eruptions can be expected to continue for 3-4 days. Students will be excluded from school for 7 calendar days, starting from the time of the first eruption. Due to degree of severity, the student may stay out of school longer. Students may be sensitive to their appearance even when they are no longer contagious, causing their absence to be longer than 7 calendar days. Secondary infections after apparent recovery may occur. Cellulitis (skin disorder) and Bacteremia (blood poisoning) are the most common kinds of secondary infections. Complications as described below with measles may also occur.

Measles - (Rubella, Red or Hard Measles) By direct contact, droplet spread and less commonly by airborne spread.

Approximately 10 days after exposure a susceptible person may develop a fever. Within 2-3 days a red blotchy rash will develop, usually starting on the face and neck and becoming generalized. A dry, hacky cough will develop at the same time. This is a serious disease. Students are excluded from school until the 7th day after the initial appearance of the rash. Parents should be cautioned not to send children back to school too soon as complications such as ear infections leading to hearing loss, decreased visual acuity, pneumonia, and encephalitis are not uncommon.

Mumps - By direct contact and droplet spread.
Approximately 18 days after exposure a susceptible person may develop a fever and swelling or tenderness of one or more salivary glands. Students are excluded from school for 9 calendar days from the onset of swelling; complications may occur as above plus some including reproductive organs.

Rubella - By direct contact and droplet spread, may be airborne. (German or 3-day Measles)
Approximately 18 days after exposure a susceptible person may suffer from a low-grade fever, headache, feeling sluggish and cold-like symptoms. Most victims will manifest a rash. Diagnosis may be difficult if a rash is not present. Students should be excluded for 5 calendar days after onset of rash. This disease is highly contagious, but usually mild.

Impetigo, Scabies, and Ringworm
To be excluded from school upon recognition. To be readmitted when there is no longer evidence of contagion, or upon written statement from physician or phone call from doctor's office indicating that the condition is under treatment and no longer considered contagious.

Pediculosis - (Head lice)
To be excluded when live vermin and/or eggs are present. To be readmitted morning after treatment is started. Treatment consists of lice shampoo and nit comb. Eggs must be removed prior to child returning to school. All

family members and close contacts that attend school may be inspected by the nurse.

Pinkeye
To be excluded from school upon recognition. May return with written doctor's statement or phone call from doctor's office after prescribed treatment or when the eye is normal in appearance.

Fifth Disease
To be excluded upon recognition. May return with written doctor's statement or phone call from doctor's office. Characteristically begins on the face and classically produces an intensely red "slapped cheek" appearance. A lace-like rash may appear on the trunk and upper extremities.

FAMILY ENGAGEMENT

PARENT/GUARDIAN INVOLVEMENT IN EDUCATIONAL PRACTICES

The Ralston Public School District recognizes the importance of parental/guardian involvement in the education of children. The partnership between home and school is critical for student success. A few notes for parents are found below regarding parental involvement. The Ralston Public Schools policy for parental involvement may be found in the Appendix.

STANDARDS AND BENCHMARKS FOR PARENT INVOLVEMENT

Parenting:
Assist families with parenting skills and setting home conditions to support children as students and assist schools to understand families.

- Students will develop positive personal qualities, habits, beliefs, and values taught by family
- Students will be aware of the importance of school
- Parents will be self-confident about parenting
- Parents will have a sense of support from school and other parents
- Teachers will have respect for families' strengths and efforts
- Teachers will use their training and skills to share information on child development

Communication:
Conduct effective communications from school to home and from home to school about school programs and children's progress.

- Students will be aware of own progress in subjects and skills
- Students will understand school programs and policies
- Parents will monitor child's progress in subjects and skills
- Parents will understand school programs and policies
- Teachers will be able to communicate clearly with parents
- Teachers will elicit help with child's progress from the family

Volunteering:
Organize volunteers and audiences to support the school and students.

- Students will be aware of the many skills, talents, occupations, and contributions of parents and other volunteers

- Students will develop skills in communicating with adults
- Parents will be self confident about ability to work in school and with children
- Parents will have an understanding of the teacher's job
- Parents will feel that families are welcome and valued at school
- Teachers will be aware of parents' talents and interests in school and children
- Teachers will be skilled in organization, training, and use of volunteers

Learning at Home:
Involve families with their children on homework and other curriculum-related activities and decisions

- Students will have a positive attitude about homework and school
- Students will view parents as more similar to teacher and of home as more similar to school
- Parents will be confident and skilled in how to support, encourage, and help his or her child at home
- Parents will have an understanding of instructional program and what the child is learning in each subject
- Parents will have an appreciation of teacher's skill
- Teachers will have a respect of family time
- Teachers will recognize the helpfulness of all families in motivating and reinforcing student learning

Decision Making:
Include families as participants in school decisions, and develop parent leaders and representatives.

- Students will understand the benefits linked to policies enacted by parent organizations
- Parents will feel they have input into policies that affect their child's education
- Teachers will be accepting of equality of family representatives on school committees and in leadership roles

Collaborate with the Community:
Coordinate resources and services from the community for families, students, and the school, and provide services to the community.

- Students will have the opportunity to know and explore careers and options for future education and work
- Students will feel like a valued member of the community
- Students will develop positive relationships with adults in the community
- Parents will use local resources to increase skills and talents or to obtain needed services
- Parents will be aware of community's contributions to the school
- Parents will participate in activities to strengthen the community
- Teachers will use community resources to enrich curriculum and instruction
- Teachers will be skilled in working with mentors, business partners, community volunteers, and others to assist students and teaching practices

POLICY 5018 PARENT/GUARDIAN INVOLVEMENT IN EDUCATIONAL PRACTICES

The school district recognizes the importance of parental and guardian involvement in the education of their children. The school district will take the following steps to ensure that the rights of parents and guardians to participate in the education of their children are preserved.

1. Parents/Guardians will be provided access, as described in district procedures, to district-approved textbooks and other curricular materials and tests used in the district upon request.

    a. A parental request to review specific approved textbooks and other district- or building-approved curricular materials (written, visual, and audio) should be made to the principal of the building where the textbooks and curriculum materials are used.
    b. Parents may check out textbooks and may review curricular materials such as video and audio recordings within a time frame determined by the building principal to prevent disruption of the instructional process.
    c. A parental request to review specific standardized and criterion- referenced tests used in the district should be made in writing to the building principal. Copies of the most recent tests used in the district will be available for parent review. Parents wishing to review statewide NeSA assessments will be provided with sample questions and a copy of a practice test, but will not be provided with copies of the actual assessment due to testing security. In the case of other secure tests such as the ACT, parents must contact the publisher to obtain copies of the test.

2. Parents/Guardians will be permitted, within district procedures, to attend and observe courses, assemblies, counseling sessions, and other instructional activities.

    a. Parents/guardians are invited to make appointments with the building principal to visit classes, assemblies and other instructional activities. The principal shall give permission after determining that parental/guardian observation would not disrupt the activity. Observations that last more than 60 minutes or occur on consecutive days are typically disruptive and will not be permitted absent unusual circumstances, in the sole discretion of the building principal.
    b. Parents/guardians may contact the building principal to request permission to attend counseling sessions in which their child is involved.

3. Parents/guardians will be permitted, within district procedures, to ask that their children be excused from school experiences that parents find objectionable.

    a. Building principals may excuse a student from any single school experience at the parent's written request.
    b. When appropriate, alternative experiences will be provided for the student by the school.

4. Parents/guardians will be informed through the student handbook and district policies of the manner that the district will provide access to records of students.

5. Parents/guardians will be informed of the standardized and criterion-referenced district testing program. Parents may request additional information from the building principal.

6. Parents/guardians will be informed of the circumstances under which they may opt-out of state and federal assessments.

    a. In accordance with federal law, at the beginning of the school year, the District shall provide notice of the right to request a copy of this policy to parents/guardians of students attending

schools receiving Title I funds. The District will provide a copy of this policy to a requesting parent in a timely manner.

b. State Assessments
The District cannot approve requests to opt out of state assessments. Approval of such requests is contrary to state law.

c. National Assessment of Educational Progress
As a condition of receiving federal funds, the District participates in the National Assessment of Educational Progress (NAEP). To help ensure that the District has a representative sample of students taking the NAEP, which will allow the District to assess the quality and effectiveness of its programming on a national level, the District strongly encourages all eligible students to participate. However, student participation in NAEP is voluntary.

The District shall provide parents/guardians of eligible students with reasonable notice prior to the exam being administered. Parents/guardians wishing to opt their students out of the NAEP assessment must notify the district in writing at least three days prior to the exam date to ensure that the District can coordinate supervision and alternative activities for students who have opted out.

7. Parents/guardians will be notified of their right to remove their children from surveys prior to district participation in surveys.

a. The principal must approve all surveys intended to gather information from students before they are administered to students.

b. Students' participation in surveys is voluntary. Parents/guardians may restrict their child from participating in any survey.

School-Caregiver Compact

Ralston Public Schools: Elementary
2017 / 2018 School Year

This Title I School-Parent Compact has been jointly developed with parents and 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 academic standards. At the annual parent-teacher conferences the compact shall be discussed as it relates to the individual child's achievement.

Teacher / School:
It is important that students achieve. I agree to do the following:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment to enable children to meet the challenging state academic standards.
2. Regularly communicate with parents on their child's progress.
3. Demonstrate professional behavior and positive attitude.

Parent / Caregiver:
I want my child to achieve; therefore I will encourage him/her by doing the following:

1. Communicate and work with teachers and school staff on an ongoing basis to be involved and support my child's learning.
2. Support your child's learning--volunteer in their classroom; participate, as appropriate, in decisions related to their education, guide positive use of extracurricular time.
3. Make sure my child is at school every day and on time, unless he/she is ill.

~~Title I: School-Parent Compact~~

~~This compact outlines how parents, school staff, and the students at Ralston Public Schools will share the responsibility for improved academic achievement, and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.~~

~~This school-parent compact is in effect during the 2017-2018 school session.~~

~~The staff at Ralston Public School will:~~

- ~~Provide high quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the challenging state academic achievement standards.~~
- ~~Provide small group instruction based on student needs.~~
- ~~Hold parent-teacher conferences two times a year, during which this compact will be discussed as it relates to the individual child's achievement.~~
- ~~Provide parents with frequent reports on their children's progress, at least four times during the school year, as well as communicate with parents through conversations, newsletters, phone calls, and/or students planners regarding student progress.~~
- ~~Provide parents reasonable access to teachers through flexible appointments.~~
- ~~Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.~~

~~We, as parents, will support our children's learning in the following ways:~~

- ~~Monitor attendance~~
- ~~Make sure that homework is complete~~
- ~~Participate in decisions related to our children's education~~
- ~~Promote positive use of our children's time outside of school~~
- ~~Stay informed about our children's education and communicate with the school by promptly reading all notices from the school and responding, as appropriate~~
- ~~Participate in parent policy and advisory groups, to the extent possible~~

- ~~Show a genuine interest in our children's daily learning~~

~~We, as students, will share the responsibility to improve our academic achievement. Specifically, we will:~~

- ~~Put forth our best effort throughout the school day~~
- ~~Do homework every day and ask for help, when needed~~
- ~~Read every day, outside of school time~~
- ~~Give our parents all notices and information received from school each day~~

TECHNOLOGY

STUDENT INTERNET AND COMPUTER USE

Students are expected to use computers and the Internet as an educational resource. Procedures and guidelines governing the use of computers and the Internet at school are provided in the Appendix (Policy 5037).

Technology in Ralston Elementary & Middle Schools

Vision Statement. To develop 21st century skills through relevant instruction to create learners who are academically competitive, technology literate, motivated, and college and career ready.
Purpose Statement. To enable secure access and effective delivery of curriculum, sustainable and proactive instructional technology support, and efficient and reliable information for decision making for all stakeholders.

WEBSITES
District, School, & Teacher
Ralston Public Schools district website address is www.ralstonschools.org. Some of the services provided include school and teacher websites, Board of Education, calendars, community connections, enrollment, handbooks, lunch menus, online lunch payment, student services, & instructional resources.

GOOGLE APPS FOR EDUCATION. Ralston Public Schools actively uses Google Apps for Education(GAFE). The applications that student have access to include gmail, calendars, and drive. All students grades 3-12 have an email account. Each account is password protected. All students K-12 have a drive account. The drive app includes the ability to create documents, spreadsheets, presentations, and drawings. GAFE gives all our students equal access to the same products. The only requirement for the student is internet access.
R-KIDS. All Ralston schools offer the R-KIDS (Ralston Knowledge, Information, Data Site) online grading. This site will encourage greater communication between the school, teacher, student, and parent. Grades are a way for students, teachers and parents to communicate the progress and achievement level of each student. An on-line grading system enhances this communication and creates a more efficient way for parents and students to monitor their progress in school. Teachers will post grades in a timely manner, based upon the assignment and the teacher's schedule. Parents are encouraged to monitor their child's progress by checking the system weekly. Please note that some classes may not have graded assignments each week. When a student is missing an assignment/assessment, the incomplete box will be checked. Once the work is made up, the grade will be entered and the late box will be checked.

What is an Acceptable Usage Policy? An acceptable use policy (AUP),is a set of rules applied by the owner

or manager of a network, website or large computer system that restrict the ways in which the network, website or system may be used. AUP documents are written for corporations, businesses, universities, schools,internet service providers, and website owners, often to reduce the potential for legal action that may be taken by a user, and often with little prospect of enforcement. See reverse side for Ralston's AUP.

Ralston's AUP

The use of school-owned technology, including computers, whether stand-alone, as a part of a local area network, or as part of a wide area network such as the Internet, is a privilege, not a right, and must be consistent with and driven by the educational objectives of the Ralston School District.

The Ralston School District exercises exclusive control over all school-owned technology, and students should not expect privacy regarding their use of any such equipment or network because school property is subject to search and inspection at any time by school officials. This search and inspection includes, but is not limited to, electronic mail, Internet access, file storage and transfer. Students are responsible for whatever is contained in computer files assigned to them.

Students using computers connected to the Internet, an international computer network, are able to access computers and people all over the world. The Ralston School District does not condone student access to any unsuitable materials which exist on the Internet. The Ralston School District recognizes that it cannot control the information on other computer systems and that it may not be physically possible to screen out all such inappropriate information and materials. All student Internet activities are subject to being monitored.

The Ralston School District makes no warranties of any kind, whether express or implied, for the technological services it provides. The District will not be responsible for any damage a user suffers. This includes loss of data.

Technology will be supplied for student use on an "as is, as available" basis. The availability of on-line resources does not indicate endorsement of their contents by the Ralston School District. The District specifically denies any responsibility for the accuracy or quality of information obtained through the Internet.

The purchase of services or merchandise through the Internet including the use of credit cards by students through District technological services is prohibited. The Ralston School District shall not be liable for any costs arising out of such transactions.

The Ralston School District will not be responsible for any liability or expense the user may incur in connection with the use of District technology. The user agrees to indemnify (hold harmless) the Ralston School District for any expenses, including attorney's fees, arising out of the use of District technology in violation of this agreement.

It is the responsibility of the parents/guardians to establish and convey the standards that their child should follow. In support of parents/guardians, the Ralston School District will enforce the minimum appropriate technology use standards set in the Technology Procedures (Code of Ethics for Technology).

ON-LINE GRADING SITE

R-KIDS (Ralston Knowledge, Information, Data Site) on-line grading enhances communication between the

school, teacher, student, and parent. It also creates a more efficient way for parents and students to monitor their progress in school. Teachers post grades in a timely manner and parents are encouraged to monitor their child's progress by checking the system weekly.
R-KIDS is available for all students in grades kindergarten through twelve. Parents can register for R-KIDS by visiting the Ralston Public Schools web site at www.ralstonschools.org.

CELL PHONES

Cell phones are not to be used during school and may be confiscated if the cell phone is causing a disruption. Students will be expected to follow the building cell phone security expectations that may include phones being kept in a designated place in the classroom or the office during school hours.

STUDENT INTERNET AND COMPUTER ACCESS

Students are expected to use computers and the Internet as an educational resource. The following procedures and guidelines govern the use of computers and the Internet at school.

I. Education About Appropriate On-Line Behavior
   A. School district staff will educate students about appropriate online behavior, both in specific computer usage units and in the general curriculum.
   B. Staff will specifically educate students on
      i. Appropriate interactions with other individuals on social networking websites and in chat rooms.
      ii. Cyberbullying awareness and response.
   C. The School District's Assistant Superintendent of Learning shall inform staff of this educational obligation and shall keep records of the instruction which occurs in compliance with this policy.

II. Student Expectations in the Use of the Internet
   A. Acceptable Use
      i. Students may use the Internet to conduct research assigned by teachers.
      ii. Students may use the Internet to conduct research for classroom projects.
      iii. Students may use the Internet to gain access to information about current events.
      iv. Students may use the Internet to conduct research for school-related activities.
      v. Students may use the Internet for appropriate educational purposes.
   B. Unacceptable Use
      i. Students shall not use school computers to gain access to material that is obscene, pornographic, harmful to minors, or otherwise inappropriate for educational uses.
      ii. Students shall not engage in any illegal or inappropriate activities on school computers, including the downloading and copying of copyrighted material.
      iii. Students shall not use school computers to participate in on-line auctions, on-line gaming or mp3 sharing systems including, but not limited to Aimster or Freenet and the like.
      iv. Students shall not disclose personal information, such as their names, school, addresses, or telephone numbers outside the school network.
      v. Students shall not use school computers for commercial advertising or political advocacy of any kind without the express written permission of the system administrator.
      vi. Students shall not publish web pages that purport to represent the school district or the work of students at the school district without the express written permission of the system administrator.

vii. Students shall not erase, rename or make unusable anyone else's computer files, programs or disks.
viii. Students shall not share their passwords with fellow students, school volunteers or any other individuals, and shall not use, or try to discover, another user's password.
ix. Students shall not copy, change or transfer any software or documentation provided by the school district, teachers or another student without permission from the system administrator.
x. Students shall not write, produce, generate, copy, propagate or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called, but is not limited to, a bug, virus, worm, or Trojan Horse.
xi. Students shall not configure or troubleshoot computers, networks, printers or other associated equipment, except as directed by a teacher or the system administrator.
xii. Students shall not take home technology equipment (hardware or software) without permission of the system administrator.

III. Enforcement
A. Methods of Enforcement
i. The district monitors all Internet communications, Internet usage and patterns of Internet usage. Students have no right of privacy to any Internet communications or other electronic files. The computer system is owned by the school district. As with any school property, any electronic files on the system are subject to search and inspection at any time.
ii. The school district uses a technology protection measure that blocks access to some Internet sites that are not in accordance with the policy of the school district. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.
iii. Due to the nature of filtering technology, the filter may at times filter pages that are appropriate for student research. The system administrator may override the technology protection measure for the student to access a site with legitimate educational value that is wrongly blocked.
iv. The school district staff will monitor students' use of the Internet through direct supervision and by monitoring Internet use history to ensure enforcement of the policy.
B. Consequences for Violation of this Policy
i. Access to the school's computer system and to the Internet is a privilege, not a right. Any violation of school policy and rules may result in:
1. Loss of computer privileges;
2. Short-term suspension;
3. Long-term suspension or expulsion in accordance with the Nebraska Student Discipline Act; and
4. Other discipline as school administration and the school board deem appropriate.
ii. Students who use school computer systems without permission and for non-school purposes may be guilty of a criminal violation and will be prosecuted.

IV. Children's Online Privacy Protection Act (COPPA)
A. The school will not allow companies to collect personal information from children under 13 for commercial purposes. The school will make reasonable efforts to disable advertising in

educational computer applications.

B. This policy allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.

Legal Reference: Children's Internet Protection Act and Protecting Children in the Twenty-First Century Act; Children's Online Privacy Protection Act (COPPA); 47 C.F.R., Ch. 1.

POLICY 5063 AUDIO & VIDEO RECORDING

Students and their parents or guardians should assume that any class in which students are enrolled may be recorded by the school district or other students for legitimate educational purposes. Recordings permitted pursuant to this policy may only be used by students for personal academic purposes and may not be republished without additional, written consent from a school administrator. For purposes of this policy "recording" includes still photographs, video, audio, and other similar data captured in any medium.

Recordings Made by The District. The district may use cameras or other devices for purposes of making security, safety, or other recordings without a specific purpose or for a specific purpose when such recordings are deemed necessary or appropriate by the administration. The district will not maintain the recordings unless the recording is purposefully copied and saved, and the recordings will only be available for review for a limited time based on the district's then-current recording capacity. The district administrators estimate that this is approximately 10 days but may change at any time.

Classroom Recordings by Staff. Staff members may make audio and video recordings of classroom instruction and school activities upon authorization of the superintendent or supervising administrator.

Prohibited Recordings by Students. Unless otherwise authorized by this policy or law, students are prohibited from making audio or video recordings during the school day on school grounds; when being transported to and from school activities or programs in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or by his or her designee; or at a school-sponsored activity or athletic event, unless the recording is made in a manner permitted by the school for members of the public. For example, students making recordings of an athletic event for their personal use similar to a parent or other patron are permitted, but students are still subject to the district's appropriate use and student discipline policies.

Permitted Classroom Recordings by Students. Students may make audio or video recordings of classroom lectures or discussions:

(1) For their convenience after providing notice to the classroom teacher and receiving the teacher's permission;
(2) For the benefit of another student who is absent after providing notice to the classroom teacher and receiving the teacher's permission;
(3) If recording is necessary to accommodate the student's disability and is required by the student's Individualized Education Plan (IEP) or Section 504 Plan.

Staff may revoke permission to record if the recording distracts from or disrupts the classroom environment, unless the recording is necessary to accommodate a student's disability.

Permitted Non-classroom Recordings. Students may make audio or video recordings otherwise prohibited by this policy outside the classroom only with the permission of a teacher or school administrator, provided that such recordings otherwise comply with any applicable state and federal laws and district policy. In no event shall photographs or video recordings be taken or made in restrooms, locker rooms, or other areas where there is a reasonable expectation of privacy.

POLICIES & PROCEDURES

POLICY 5022 INVESTIGATIONS, ARRESTS & OTHER STUDENT CONTACT BY LAW ENFORCEMENT OR HEALTH & HUMAN SERVICES

The school district and its administrators and staff desire to maintain a positive working relationship with law enforcement officers and other representatives of governmental bodies in the discharge of their duties. However, this desire must be balanced against other equally important factors such as a student's legal rights, ensuring that a student's time spent in school is for education, and acknowledging that the school stands *in loco parentis* to the students.

"Law enforcement officer" means police officers, county sheriffs, state patrolmen, Health and Human Service workers, Child Protective Services workers, Office of Juvenile Services workers, probation officers, U.S. Immigration and Customs Enforcement (ICE) agents, Federal Bureau of Investigations agents, or any other government investigatory workers.

"Parent" means the biological or adoptive mother or father, guardian, responsible relative, or any other person who has claimed legal or actual charge or control of the student pursuant to Nebraska law or Title 92 Nebraska Administrative Code Chapter 19.

Law enforcement officers are encouraged whenever possible to talk to a student away from the school before or after school hours so as to cause as little disruption as possible to the student's education.

Law enforcement officers may be called to the school at the request of school administration, or they may initiate contact with the school for their own purposes. Contact between the school and law enforcement officers on matters involving students shall be made through the office of the superintendent or building principal and the law enforcement officer. All reasonable attempts should be made to avoid embarrassing the student before his or her teachers and peers, and to avoid disrupting the student's and school's education program. Any questioning by law enforcement officers that is permitted should be conducted in a private room or area where confidentiality can be maintained. This should be an area removed from observation by or contact with other pupils and school personnel.

School staff shall promptly notify the superintendent when a student is questioned, arrested, or removed from school grounds by law enforcement officers.

School Related Criminal Activity. This section applies to alleged or suspected criminal activity that 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.

Law enforcement officers will be allowed to contact and question students at school regarding school related criminal activity as provided below.

The building principal must be notified before a student may be questioned in school or taken from a classroom by law enforcement. The building principal should request identification of the officers, their affiliation with the identified law enforcement agency, and whether their purpose is to interview, interrogate, or take custody of the student.

The building principal will make reasonable attempts to contact a student's parent for their consent and/or presence before the student is interviewed. In the event that a parent cannot be contacted after reasonable attempts, the student will be questioned only if the law enforcement officer identifies emergency circumstances requiring immediate questioning. A building principal or designee shall be present for such questioning. The student will be brought to a private room and the contact will be made out of sight of others as much as practicable.

If the student is suspected of criminal activity, it is the responsibility of the law enforcement officer to advise a student of his or her rights against self-incrimination.

If at any time the district's representative believes that the questioning is being conducted in an inappropriate manner and clearly contrary to the rights of the student, then the representative shall request that the law enforcement activities cease. The building principal will also make another attempt to contact the student's parent.

The building principal shall document steps taken to notify parents, summarize the law enforcement activities, identify the actions taken by the District on behalf of the student, and any further contacts with law enforcement officer.

Non-School Related Criminal Activity. Law enforcement officials may not question students at school unless parental consent is obtained or the law enforcement authorities have a warrant or court order.

Taking a Student into Custody. Law enforcement officers seeking custody of a student must contact the superintendent or building principal. The principal will request the arresting law enforcement officer to provide a copy of the arrest warrant, written parental consent, court order, or other document giving authority to take the student into legal custody. If there is no document presented, the principal should obtain the officer's name, badge number identifying the law enforcement agency, date, time, the reason for the arrest, and the place to which the student is reportedly being taken. Whenever practicable, the arrest or release of the student should be conducted in a location and in a manner that minimizes observation by others.

When a law enforcement officer removes a student from the school, the building principal will take immediate steps to notify the parent about the student's removal and 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.

Child Abuse and Neglect. When law enforcement officers seek to investigate reports of alleged child neglect or abuse regarding a student, the building principal shall obtain a proper identification from the authorities or officials. If a student interview is conducted on school grounds, the building principal or designee and such other school personnel as appropriate shall observe the interview.

If the law enforcement officer decides to remove the student from school, school officials shall provide the law enforcement authorities with the address and telephone number of the student's parent or guardian. The principal or other school official shall, as a condition of releasing the student to the law enforcement officer, require the officer to sign a statement certifying that the child is being removed from school premises because he or she is believed to be the victim of child abuse and that the officer understands and will comply with the legal requirements of NEB. REV. STAT. § 79-294.

Student Records. Student records will be shared with law enforcement officers only as allowed by state and federal law.

POLICY 4001 NOTICE OF NON-DISCRIMINATION

The School District does not discriminate on the basis of prohibited factors in employment and educational programs/activities. The School District affirmatively strives to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40

The Equal Pay Act of 1963 as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions

The Uniformed Services Employment and Reemployment Rights Act (USERRA) – provides job protections and reemployment rights to military reservists and National Guard members called to active duty

The Boy Scouts of America Equal Access Act which prohibits discrimination against groups that wish to access district facilities

The Nebraska Fair Employment Practice Act (FEPA) – prohibits employment discrimination on the basis of race, color, national origin, religion, sex (including pregnancy), disability, marital status, and retaliation

Nebraska Age Discrimination in Employment Act (Age Act) – prohibits employment discrimination on the basis of age for those individuals who are over 40 years of age

The Equal Pay Act of Nebraska – prohibits discriminatory wage practices based on sex

The Nebraska Equal Opportunity in Education Act – prohibits discrimination on the basis of sex (including pregnancy) by any educational institution

Veterans Preference Law (NEB. REV. STAT §§ 48-225 to 48-231) - stipulates categorical preferences for employment for military veterans and for the spouses of disabled veterans

Additional School Board policies prohibit harassment and/or discrimination against students, employees, or patrons on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, age, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

Any person who believes she or he has been discriminated against, denied a benefit, or excluded from participation in any district education program or activity may file a complaint using the district's complaint procedures.

Inquiries regarding compliance with any of the laws referred to in this policy may be directed to the superintendent or to the district's Title IX and/or Section 504/ADA Coordinator.

PARENT CONCERN PROCEDURES

The policy of the Ralston School District is to solve problems at the level at which they occur. If a parent has a concern about anything that has happened at school, he/she should contact the person who has the most information about the matter. In most instances this will be the student's classroom teacher. Parents/guardians are encouraged to work with building principals to bring about resolution(s).

When a concern relates to a special area (such as physical education, music, art or media) that teacher should be contacted. If, after conferencing with the teacher, a satisfactory solution has not been reached, the principal of the building should then be contacted.

RECORDS AVAILABLE FOR REVIEW

Parents/guardians may review their child's files and records at any time. The building principal is responsible for maintaining and protecting the privacy of such files. Outside agencies, such as, but not limited to, physicians, probation officers, psychologists, child guidance clinics, and other reputable agencies who are working with the child, may access these files with parental/guardian consent or by court order. (Policy 5016)

Schools are required to provide information concerning the progress and activities of a student to the custodial and non-custodial parent equally, unless restricted by court order. If a restriction is to apply, a copy of the certified court order outlining the rights and restrictions must be placed on file in the school office. A copy of the school's files or records concerning a student will be provided at no charge, upon request, to any public or private school to which the student transfers. The building principal may authorize a total charge of $1.00 for copies of student records that are not being mailed to another school district for transfer purposes.

GRIEVANCE PROCEDURE FOR DISCRIMINATION CLAIMS

Grievances, complaints, and communications should be initiated and processed in the following manner. This procedure is to be followed for any and/or all alleged acts of discrimination.

1. If a student has a grievance or complaint, the person should present the matter to the building principal in an effort to resolve the problem informally. The grievance or problem should be signed and dated by the building principal.
2. If the principal has the authority to resolve the problem it will be done as quickly as possible. If the principal does not have the authority it shall be reported to the superintendent in a timely manner.
3. Within 10 days, if the principal has not resolved the grievance, the aggrieved party may provide a written, signed, and dated copy of the grievance to the superintendent.
4. Within 10 days of the superintendent's decision, the aggrieved party may provide a written, signed, and dated copy of the grievance to the president of the board of education. The superintendent may also provide a copy of the grievance to the president of the board of education if the superintendent believes the problem is policy and not administration.
5. The Board of Education shall make an investigation, either as a board or as a committee, and shall provide the aggrieved party an opportunity to appear before the full board in person, either privately or accompanied by legal counsel, with the right to present facts and witnesses in full hearing. At the conclusion of the investigation, the Board of Education shall, within 30 calendar days, render its determination in writing.

NOTICE TO PARENTS - PROFESSIONAL QUALIFICATIONS

As a parent of a student in Ralston you have the right to know the professional qualifications of the classroom teacher who instructs your child or if there will be a change in staff for more than four weeks of student contact days. Under the Every Student Succeeds Act, federal law allows you to request certain information about your student's classroom teacher. The law also requires the district to give you this information in a timely manner upon request. Listed below is the information about which you have the right to know:

- *Whether the Nebraska Department of Education (NDE) licensed or endorsed your student's teacher for the grades and subjects taught.*

- *Whether NDE has decided that your student's teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.*
- *The teacher's college major; whether the teacher has any advanced degrees, and if so, the subject of the degrees. Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.*

Please contact the Executive Director of Human Resources if you would like to receive any of this information at 402-331-4700.

TESTING POLICY

The Ralston School District follows the required state guidelines for standardized testing. The Board of Education shall receive an annual written report consisting of the results of all components of the school system performance program including, but not limited to, standardized norm-referenced assessments, criterion-references assessments, student performance, school system demographics, financial information, follow-up studies of graduates, and learning climate surveys. These reports shall be made available to all patrons of the district. (Polices IL and ILC)

1. Copies of the most recent standardized and criterion-referenced tests used in the district will be available for parental/guardian review. Requests should be made to the building principal. In the case of secure tests, such as the ACT, parents/guardians must contact the publisher.
2. Parents/guardians may obtain individual test results of their child by contacting the teacher or building principal.
3. Building principals will excuse a student from specific tests through written request by the student's parents/guardians when they object on political, moral, or religious grounds.

Parents have the option to opt out of NAEP, but not out of state mandated assessments. To opt out of a state NAEP assessments a parent/guardian must provide a written notification to the school principal prior to the beginning of the assessment window.

PARENTAL/GUARDIAN NOTIFICATION OF STUDENT SURVEYS

All internal surveys which are intended to gather information from students in the district will be approved by the building principal prior to being made available to students. Student participation in surveys is voluntary.

All surveys from external sources will be approved by the Superintendent. Student participation in surveys is voluntary. Parent/guardians will be notified in writing prior to school district participation in surveys by students and may restrict their child from participating in any survey through written request.

RMS Student/ Parent Handbook Updates - 2018-2019

The following is a summary of changes made to the Ralston Middle School Student/ Parent Handbook for the 2018-2019 school year -

Page 1 - Cover Page
- Updated dates

Page 3 - Welcome Letter
- Updated dates

Pages 7, 8 and 9 - Well-Managed Schools
- Updated dates

Page 17 - Activity - Spring Sports
- Changed Soccer to Intramural Soccer

Page 17 - Activity - Participation
- Updated dates

Page 24 - Kids Count
- Updated start date for Kids Count program

Page 54 - Physical Examinations (Policy 5011)
- Modified description to be consistent with district policy/ state law

Page 56 - Breakfast and Lunch (Policy 5038)
- Fee changes could possibly be changed

Page 57 - Ralston Middle School Fee List (Policy 5045)
- Fee changes could possibly be changed

RALSTON MIDDLE SCHOOL

2018-2019 STUDENT / FAMILY HANDBOOK

BOARD OF EDUCATION

Linda Richards, President
Tresha Rodgers, Vice President
Deb Gerch, Secretary
Dr. Jay Irwin, Treasurer
Heather Johnson, Member
Mike Overkamp, Member

DISTRICT ADMINISTRATORS

Dr. Mark Adler, Superintendent
Dr. Tiffanie Welte, Director of Secondary Education
Mrs. Cecilia Wilken, Director of Elementary Education
Dr. Mike Rupprecht, Executive Director of Human Resources
Mr. Jason Buckingham, Executive Director of Fiscal Affairs
Mrs. Melissa Stolley, Director of Student Services
Mrs. Diane Meyer, Director of Suburban Schools/Metro Regional Program

ADMINISTRATIVE OFFICES

8545 Park Drive
Ralston, Nebraska 68127
402-331-4700
http://ralstonschools.org

RALSTON MIDDLE SCHOOL

8202 Lakeview Street
Ralston, Nebraska 68127-2777
402-331-4701
http://rms.ralstonschools.org

MIDDLE SCHOOL ADMINISTRATION

Andy Parizek, Principal
Steve Schrad, Assistant Principal & Activities Director

Table of Contents

General Information	Page Number
Principal Letter	2
District Mission Statements and Building Vision Statement	3
Blackboard Connect Information System	3
RMS Bell Schedule	4
RMS Advisement Schedule	5
Well-Managed Schools - Classroom Social (Life) Skills	7
Guidance Counselor	10
Grading Policy and RKIDs	10
Student Recognition and Academic Integrity Policy	11
Textbook and Book Covers	12
Lockers	12
Building and Grounds	13
Emergency Procedures	13
Food Items and Lunch	13
Student Appearance and Dress Code	13
Cell Phone/ Electronic Items	14
Telephones, Media Center, Physical Education, and Bikes	15
Lost and Found	15

Activities and Code of Conduct	Page Number
Student Activities	16
Participation	17
Extracurricular Code of Conduct	19
Relationship between Parents and Coaches/ Sponsors	20
Concussion Awareness	22
Kids Count	24

District Policies and Procedures	Page Number
Routine Directory Information	25
Parent Involvement in Education Practices	25
Field Trip; Parental/Guardian Access to Student Records	27
Parent/Guardian Notification of Student Surveys	28
Investigations, Arrests, and Other Student Contact by Law Enforcement and HHS	30
Audio and Video Recording	32
Notice of Non-Discrimination	33
Compulsory Attendance and Excessive Absenteeism	33
Anti-Bullying Prevention and Positive Student Behavior	37
Student Discipline	39
District Drug Policy; Interrogation and Searches	47
Use of Sniffer Dogs	48
Firearms and Weapons	49
Visitors at School	50
Health Services at School	51
Breakfast and Lunch	55
Ralston Middle School Fee List	57

June, 2018

Welcome to Ralston Middle School!

The entire staff at RMS welcomes you to a new and exciting year. It is our goal to make this school year the most successful and memorable in your school career.

Please take time to review this handbook as a family. The purpose of this handbook is to provide families with information on policies and procedures for Ralston Middle School. You will see a clear commitment to ensuring a safe and positive environment for learning to take place. Much of this information pertains to expectations and procedures for students. If we were to summarize the expectations at Ralston Middle School, they basically come down to **be safe, be respectful and be responsible**. Acting safe and making choices that ensure your physical and mental well-being are critical. Respect for yourself, others and property is a key expectation. If everyone is respected, the school is a much better place for learning. Responsibility for your learning, your actions, and your growth is also a key to success in middle school. With both of these in place, the sky is the limit and your middle school years will be a time of great growth and success for you. That is why the vision of Ralston Middle School is to develop safe, responsible and respectful learners today and leaders tomorrow.

Through a caring school, family, and community partnership, the goal of preparing students to become responsible and respectful individuals in a safe and challenging environment will remain a central focus of Ralston Middle School.

Have a great year!

Andy Parizek
Principal

Steve Schrad
Assistant Principal / Activities Director

School Handbooks are based on Board of Education Policies

www.ralstonschools.org/BoardOfEducation

Purpose State of Ralston Public Schools

A community dedicated to achieving excellence through purposeful instruction and nurturing a climate of hope.

Direction Statement

Cultivating resilient citizens prepared for the diverse demands of the future.

Ralston Public Schools Believe . . .

- The educational process is a partnership involving the school, the family, the student, and the community
- Students learn best when they are actively engaged in the process
- All students can learn
- Students learn best when schools maintain high expectations for learning
- The foremost responsibility of any educational organization is the student
- The essence of education is the ability to develop lifelong learners to deal responsibly with choice in a changing world

January, 2014

Board of Education policies can be accessed at the school building office and on the district website - www.ralstonschools.org

Ralston Middle School

It is the vision of Ralston Middle School to develop safe, responsible and respectful learners today and leaders tomorrow.

Mass Communication with Families

To ensure effective and timely communication between our school district, staff, and school patrons, Ralston Public Schools uses a mass messaging system. This program allows our middle school to reach students and families about important events by phone, email or text, and through the RPS Mobile App. Also, it can serve as an information system to communicate student absences, school cancellations due to inclement weather, and crisis situations that may arise. Messages come in the form of a pre-recorded phone call, a text, a push alert, and in other cases, will accompany an email. With communication being a key component in creating a successful school-community connection, this will help to keep our middle school family consistently informed.

Bell Schedule

Building-wide Homeroom and Lunch Schedule (Monday, Tuesday, Wednesday, Thursday, Friday - 30 minutes for Homeroom and 30 minutes for Lunch)

- **Monday** - *DEAR (Drop Everything And Read) / Reading Intervention*
- **Tuesday** - *Well-Managed Schools / Wooden Pyramid / Character Education*
- **Wednesday** - *Planner and Grade Checks / Career Education / Academic Study Hall*
- **Thursday** - *Math Facts / Math Intervention*
- **Friday** - *Team Building*

Bell Schedule (Monday, Tuesday, Thursday and Friday - 44 minutes)

7th grade

- Period 1 - 8 to 8:44 am
- Period 2 - 8:48 to 9:32 am
- Period 3 - 9:36 to 10:20 am
- Period 4 - 10:24 to 11:08 am
- Period 5 (Lunch and Homeroom) - 11:12 am to 12:12 pm
    - 7A lunch - 11:12 to 11:42 am
    - 7B lunch - 11:27 am to 11:57 am
- Period 6 - 12:16 to 1 pm
- Period 7 - 1:04 to 1:48 pm
- Period 8 - 1:52 to 2:36 pm
- Period 9 - 2:40 to 3:24 pm

8th grade

- Period 1 - 8 to 8:44 am
- Period 2 - 8:48 to 9:32 am
- Period 3 - 9:36 to 10:20 am
- Period 4 - 10:24 to 11:08 am
- Period 5 - 11:12 to 11:56 am
- Period 6 (Lunch and Homeroom) - Noon to 1 pm
    - 8A lunch - Noon to 12:30 pm
    - 8B lunch - 12:15 to 12:45 pm
- Period 7 - 1:04 to 1:48 pm
- Period 8 - 1:52 to 2:36 pm
- Period 9 - 2:40 to 3:24 pm

Bell Schedule (Wednesday - 40 minutes)

7th grade

- Period 1 - 8:32 to 9:12 am
- Period 2 - 9:16 to 9:56 am
- Period 3 - 10 to 10:40 am
- Period 4 - 10:44 am to 11:24 am
- Period 5 (Lunch and Homeroom) - 11:28 am to 12:28 pm
    - 7A lunch - 11:28 to 11:58 am
    - 7B lunch - 11:43 am to 12:13 pm
- Period 6 - 12:32 to 1:12 pm
- Period 7 - 1:16 to 1:56 pm
- Period 8 - 2 to 2:40 pm
- Period 9 - 2:44 to 3:24 pm

8th grade

- Period 1 - 8:32 to 9:12 am
- Period 2 - 9:16 to 9:56 am
- Period 3 - 10 to 10:40 am
- Period 4 - 10:44 am to 11:24 am
- Period 5 - 11:28 am to 12:08 pm
- Period 6 (Lunch and Homeroom) - 12:12 to 1:12 pm
    - 8A lunch - 12:12 to 12:42 pm
    - 8B lunch - 12:27 to 12:57 pm
- Period 7 - 1:16 to 1:56 pm
- Period 8 - 2 to 2:40 pm
- Period 9 - 2:44 to 3:24 pm

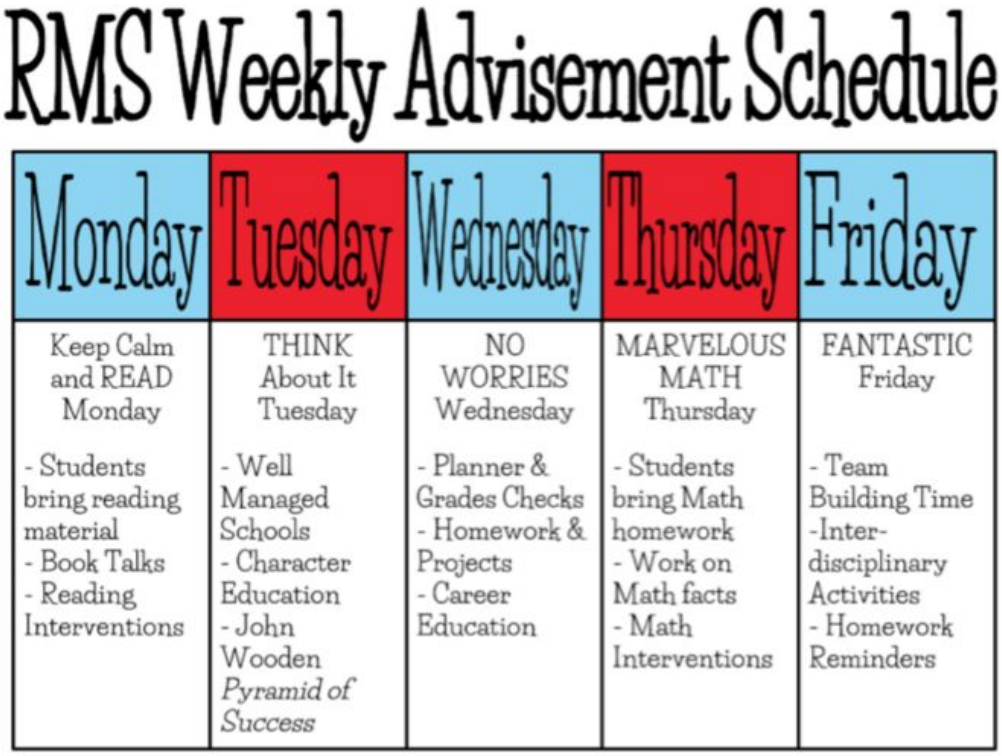
Homeroom/ Advisement

Advisement is a program that build meaningful relationships between students and teacher. Every student should have at least one advocate and trusted adult in the building. Your advisement teacher/ advisor will play a key role in helping you see and meet your potential by doing the following -

- Help students make friends, develop positive peer group relationships and a sense of belonging
- Provide an orientation to Ralston Middle School and the student handbook
- Teach, reinforce, and build character as a middle school student working together with our classroom community

- Help students develop a sense of academic purpose and personal commitment to educational goals
- Help students achieve academic success by developing organizational skills, time management skills, effective study habits and academic support
- Develop the skills, attitudes and behaviors that will help students function productively
- Reinforce the values of respect, responsibility, personal safety and accountability through character

The following weekly schedule will be followed by all advisement groups at Ralston Middle School (some changes may be made throughout the year due to testing, guest speakers, etc.) -



Responsible and Respectful Behavior

General Information

You are expected to conduct yourself appropriately and to cooperate with the requests of all staff members. Seventh grade students arriving to Ralston Middle School before 7:53 am must report to the Upper Gym, and eighth grade students must report to the Cafeteria. Students are not permitted to other areas of the building prior to 7:53 a.m. unless they have a pass from a staff member. Students must stop in the main office to get permission before visiting with a teacher either before 7:53 am or after 3:30 pm.

Responsible and Respectful Class Behavior

Your teachers will teach you the student expectations. Teachers will communicate with you when you are not meeting the expectations for student behavior. Teachers will also notify your parent/guardian if you fail to meet classroom expectations.

Ralston Middle School
Well Managed Schools - *Classroom Social (Life) Skills*
2018-2019

Corrective Teaching Interaction

- Give Praise / Empathy
- Describe Inappropriate Behavior
- Describe Appropriate Behavior
- Give a Reason
- Practice
- Negative Consequences (Optional)

Effective Praise

- Show Approval
- Describe Behavior or Skill
- Give a Reason
- Positive Consequence (Optional)

****

Greeting Others

1. Look at the person.
2. Use a pleasant voice tone.
3. Offer a verbal greeting.

Setting Goals

1. Decide on your overall values and lifestyle desires.
2. List the resources you need to fulfill these lifestyle options.
3. Examine the intermediate steps in accomplishing your overall outcome.
4. Establish short and long term goals that will help you accomplish the steps necessary for the desired outcome.

Being Prepared for Class

1. Gather all necessary books, papers, homework and writing implements.
2. Be on time for class.
3. Present homework and assignments when the teacher asks for them.
4. Write down assignments and homework to complete.

Following Instructions

1. Look at the person.
2. Say "Okay" and/ or nod to show understanding.
3. Do what you've been asked right away.
4. Check back.

Staying on Task

1. Look at your task or assignment.
2. Think about the steps needed to complete the task.
3. Focus all of your attention on the task.
4. Stop working only when instructed.
5. Ignore distractions and interruptions from others.

Getting the Teacher's Attention

1. Look at the teacher.
2. Raise your hand calmly.
3. Wait to be acknowledged by the teacher.
4. Ask questions or make requests in a calm voice.

Accepting Criticism or a Consequence

1. Look at the person.
2. Say "Okay".
3. Stay calm.

Contributing to Discussions (Joining in a Conversation)

1. Look at the people who are talking.
2. Wait for a point when no one else is talking.
3. Make a sort, appropriate comment that relates to the topic being discussed.
4. Choose words that will not be offensive or confusing to others.
5. Give other people a chance to participate.

Listening to Others

1. Look at the person who is talking and remain quiet.
2. Wait until the person is finished talking before you speak.
3. Show that you heard the person by nodding your head and saying "Okay" or "That's Interesting".

Completing Homework

1. Find out at school what the day's homework is for each subject.
2. Remember to bring home necessary books or materials in order to complete your assignments.
3. Get started on homework promptly, or at the designated time.
4. Complete all assignments accurately and neatly.
5. Carefully store completed homework until the next school day.

Making a request (Asking a Favor)

1. Look at the person.
2. Use a clear, pleasant voice tone.
3. Make your request in the form of a question by saying "Would you…" and "Please…"
4. If your request is granted, remember to say "Thank you."
5. If your request is denied, remember to accept "No" for an answer.

Accepting "No" for an Answer

1. Look at the person.
2. Say "Okay," or gesture to show understanding.
3. Stay calm.
4. If you disagree, ask later.

Ralston Middle School
Well Managed Schools - *Classroom Social (Life) Skills*
2018-2019

Disagreeing Appropriately

1. Look at the person.
2. Use a pleasant voice tone.
3. Say "I understand how you feel".
4. Tell why you feel differently.
5. Give a reason.
6. Listen to the other person.

Advocating for Oneself

1. Identify a situation in which you should advocate for yourself.
2. Remember to remain calm and use a pleasant or neutral voice tone.
3. Describe your point of view or the outcome you desire.
4. Give rationales for advocating for yourself.
5. Thank the person for listening.

Making an Appropriate Complaint

1. Look at the person.
2. Phrase your complaint as an objective problem, not a personal attack.
3. Remain calm and pleasant.
4. Be assertive, but avoid repeating your complaint over and over.
5. Thank the person for his or her cooperation.

Choosing Appropriate Words to Say

1. Look at the situation and the people around you.
2. Know the meanings of words you are about to say.
3. Refrain from using words that will offend people around you or that they will not understand.
4. Decide what thoughts you want to put into words and then say the words.

Accepting Decisions of Authority

1. Look at the person.
2. Remain calm and monitor your feelings and behavior.
3. Use a pleasant or neutral tone of voice.
4. Acknowledge the decision by saying "Okay" or "Yes, I understand".
5. If you disagree, do so at a later time.
6. Refrain from arguing, pouting or becoming angry.

Using Anger-Control Strategies

1. Learn what situations cause you to lose control or make you angry.
2. Monitor the feelings you have in stressful situations.
3. Instruct yourself to breathe deeply and relax when stressful feelings begin to arise.
4. Reword angry feelings so they can be expressed appropriately and calmly to others.
5. Praise yourself for controlling emotional outbursts.

Making an Apology (Saying You're Sorry)

1. Look at the person.
2. Use a serious, since voice tone, but don't pout.
3. Begin by saying, "I wanted to apologize for…" or "I'm sorry for…"
4. Do not make excuses or try to rationalize your behavior.
5. Sincerely say that you will try not to repeat the same behavior in the future.
6. Thank the other person for listening.

Expressing Empathy and Understanding for Others

1. Listen closely as the other person expresses his or her feelings.
2. Express empathy by saying, "I understand…."
3. Demonstrate concern through your words and actions.
4. Reflect back the other person's words by saying, "It seems like you're saying…."
5. Offer any help or assistance you can.

Giving Compliments

1. Look at the person you are complimenting.
2. Speak with a clear, enthusiastic voice.
3. Praise the person's activity or project specifically. Tell him or her exactly what you liked about it.
4. Use words such as, "That's great," "Wonderful" or "That was awesome."
5. Give the other person time to respond to your compliment.

Showing Appreciation

1. Look at the person.
2. Use a pleasant, sincere voice.
3. Say "Thank you for…" and specifically describe what the person did that you appreciate.
4. If appropriate, give a reason for why it was so beneficial.
5. Offer future help or favors on your part.

Accepting Awards and Honors

1. Look at the presenter.
2. Shake hands.
3. Maintain a pleasant expression.
4. Use a pleasant voice tone and say, "Thank you for…" or "I feel honored."
5. Return quietly to your seat.

Accepting Compliments

1. Look at the person who is complimenting you.
2. Use a pleasant voice tone.
3. Thank the person sincerely for the compliment.
4. Say "Thanks for noticing" or "I appreciate that."
5. Avoid looking away, mumbling or denying the compliment.

Ralston Middle School
Well Managed Schools - *Classroom Social (Life) Skills*
2018-2019

Going to an Assembly

1. Walk quietly in the hallway.
2. Sit in your assigned seat (or section).
3. Listen attentively.
4. Clap at an appropriate time, in an appropriate manner.
5. Wait to be dismissed.

Accepting Winning Appropriately

1. Look at the person or members of the team who lost.
2. Remain pleasant but not overly happy or celebratory.
3. Congratulate the other person or team for a good game and for trying.
4. Do not brag or boast about winning.

Accept Defeat or Loss

1. Look at the person or members of the team who won.
2. Remain calm and positive.
3. Say "Good game" or "Congratulations."
4. Reward yourself for trying your hardest.

Choosing Appropriate Friends

1. Think of the qualities and interests you would look for in a friend.
2. Look at the strengths and weaknesses of potential friends.
3. Match the characteristics of potential friends with activities and interests you would share.
4. Avoid peers who lead you to make negative choices.

Setting Appropriate Boundaries

1. Imagine a series of circles radiating out from you. Each represents a boundary.
2. Picture people you encounter in one of the circles, depending on the level of closeness with which you and another person are comfortable.
3. Disclose personal information only to those in the closest boundaries.
4. Respect the boundaries of others.

Extending an Offer or Invitation

1. Choose an appropriate time and place to extend the invitation.
2. Look at the person.
3. Use a pleasant or happy voice tone.
4. Extend the invitation.
5. Request a timely response.
6. Politely end the conversation.

Declining an Offer or Invitation Graciously

1. Look at the person.
2. Use a calm, pleasant voice tone.
3. Thank the person for the invitation or offer.
4. Give a reason why you cannot or do not wish to accept.
5. Offer an alternative activity or suggest another time.

Resisting Negative Peer Pressure

1. Look at the person.
2. Use a calm, assertive voice tone.
3. State clearly that you do not want to engage in the inappropriate activity.
4. Suggest an alternative activity. Give a reason.
5. If the person persists, continue to say "No."
6. If the peer will not accept your "No" answer, ask him or her to leave or remove yourself from the situation.

Responding to/ Reporting Inappropriate Talk

1. Stay calm.
2. Tell the other person to stop his or her behavior.
3. Leave the situation.
4. Find an adult as quickly as possible.
5. Gain the adult's attention appropriately.
6. Honestly describe everything you experienced or witnessed.
7. Answer all questions honestly.
8. Thank the adult for listening and taking action.

Reporting Other Youths' Behavior (Peer Reporting)

1. Find the appropriate adult of authority figure.
2. Look at the person.
3. Use a clear, concerned voice tone.
4. State specifically the inappropriate behavior you are reporting.
5. Give a reason for the report that shows concern for your peer.
6. Truthfully answer any questions that are asked of you.

Communicating Honestly

1. Look at the person.
2. Use a clear voice. Avoid stammering or hesitating.
3. Respond to questions factually and completely.
4. Do not leave out details or important facts.
5. Truthfully take responsibility for any inappropriate behaviors you displayed.

Guidance Counselor (Policy 6048)
There are times when we all get down on ourselves and lose confidence. There is a caring and skilled counselor at Ralston Middle School to listen. If you need guidance or just need someone to listen to a problem, a counselor is here to listen to you. This person will work closely with your entire team and get to know you better through some team and advisement activities. Counseling services are available to every student in our school. Students can stop by the counselor's office to set up a time and to get a pass. Students must check in with their teacher before meeting with the counselor. If something is urgent and the counselor is not available, do not wait. Please visit with another staff member.

The counselor can help you with many things including:

- Academic success
- Attendance
- School / grade transition
- Selection of classes
- Peer / family concerns
- Study skills

The counselor will be in the classroom periodically to do guidance activities on topics such as:

- Making new friends
- Peer pressure
- Cliques
- Bullying
- Sexual harassment
- Setting goals
- Decision making
- Tolerance
- Diversity
- Self-esteem

Grading
Ralston Middle School uses a traditional grading scale for all courses:

- A = Superior = 92-100
- B = Above Average = 84-91
- C = Average = 76-83
- D = Below Average = 67-75
- F = Failure = 0-66
- I = Incomplete
- NM = No Mark
- P = Passing

As a student working to achieve success in the classroom, it is your responsibility to -

- Stay informed and use R-KIDS - http://rps.sharpschool.net/parent_access/R-kids (R-KIDS Login)
- Visit with your teachers about their availability to work with you
- Remember learning takes effort both in and outside the classroom

Scan the QR code with a smartphone app to visit R-KIDS online:

Student Recognition

The RMS Honor Roll recognizes above average student academic performance. Students with the following semester grade point averages (GPA) will be recognized in the following categories -

- Distinguished Scholar - 4.0-3.50
- Outstanding Scholar - 3.49-3.00

No student shall be on the Distinguished Honor Rolls that has received a grade below a "B". No student shall be on any Honor Roll that has received a grade below a "C" and/or has an incomplete for the semester. All incomplete grades must be made up no later than one week after the conclusion of a quarter.

Ralston Middle School Academic Integrity Policy

To ensure our vision of creating a community of respect, responsibility, and academic excellence, we must demonstrate a high level of personal character and academic integrity.

Academic Integrity is:

- Completing and submitting work that is entirely your own, including words, thoughts, ideas, concepts, images, and data.
- Giving credit when you use other's words, thoughts, ideas, concepts, images, or data in your work.
- Not plagiarizing or cheating when completing your work.

What is plagiarism?

- Plagiarism is submitting the works, ideas, images, or data from another person in any of your academic writing or projects, and claiming them as your own.

Examples of plagiarism:

- Copying and pasting a passage of text unchanged from an internet or online resource without citing the source.
- Copying slides from another student's PowerPoint and including them in your project.
- Copying pictures from Google Images and inserting those into your paper or project without citing the source (photographer's credit or location where the picture was found).
- Copying word-for-word from a printed resource (encyclopedia, magazine, etc.) and claiming it as your own.
- Copying an idea or format for a story or poem and claiming it as your own.

What constitutes cheating?

- Possession of unauthorized materials (cheat sheets, notes, etc.)
- Having someone else completing your work for you.
- Copying someone else's homework, allowing someone to copy your homework, or turning in someone else's work as your own.
- Using fake or fabricated quotes, references, or data in your work.
- Copying someone else's test, quiz, exam, or sharing answers during a test, quiz, or exam with someone else.
- Using technology to retrieve/ share answers, testing materials, etc.

Examples of academic cheating:

- Writing the answers to a test on your hand.
- Having your friend or sibling write an essay for you.
- Copying your friend's math homework, or allowing a friend to copy your homework.
- Inventing statistics or data to support your conclusions on a science experiment.

Consequences for Plagiarism and/or Cheating:

- Parents will be notified of academic misconduct by either the teacher or the principal.
- Students will be required to do another similar replacement assignment or exam to demonstrate accurate evidence of learning, or they can be required to retake or re-submit the work. If retaking or re-submitting the work, the student must complete this on his/her own time.
- Participation in extracurricular activities may be suspended until the issue has been fully resolved to the satisfaction of the principal.
- A student's academic misconduct can be confidentially communicated to their teachers.
- Appropriate consequences will be determined by administration.

Textbooks and Book Covers

The school district loans textbooks to you. Keep them covered, clean, and protected because you will return them at the end of the semester or school year. You are responsible for their condition and may be fined up to the full cost of the book if there is abnormal wear or damage to any books you have been loaned. You may provide your own book covers, or your team teachers will have some free books covers available.

Lab equipment, sports equipment, instruments, computers, lockers, tables, chairs, and desks are all school property, and you are responsible for items in your care. Ralston Middle School is not responsible to pay for damages when another student steals, vandalizes or breaks another student's personal property.

Lockers (Policy 5036)

Lockers are the property of the school district and students are permitted to use them without charge. The assignment of a locker is on a temporary basis and may be revoked at any time. School officials may inspect student lockers without any particular suspicion or reasonable cause.

The school loans lockers to each student as an area to keep coats, books, and other times that are needed for school. Students will have access to their lockers during each passing period. Lockers will be issued at the beginning of the school year. Students, students' possessions including, but not limited to purses, bags, and automobiles, may be searched whenever there is a reasonable suspicion that the student possesses any illegal substance or object which is violation of law or district policy, or which could cause bodily harm or damage to property. The refusal of a student to consent or submit to a reasonable search and/ or to surrender objects or substances found as a result of such search may be grounds for discipline.

Each student is assigned his or her own locker. Students are not to share lockers for any reason.

- Lockers are school property.
- Lockers are subject to inspection at any time. This may include inspecting by police dogs.
- Use only the locker assigned to you.
- Your locker combination is your personal business - DO NOT TELL YOUR COMBINATION TO ANYONE!
- Lockers must be kept in an orderly fashion at all times.
- Kicking lockers closed is not acceptable.
- Rigging lockers to open them without using the combination leaves all items in the locker susceptible to theft - Do not preset your locker to open.
- Never leave anything unlocked in the locker rooms.
- If your locker gets stuck, tell an office secretary, teacher, counselor, or administrator.

Building and Grounds

Your parents and the taxpayers in this school district pay for our educational programs, materials, and facility. Any offender will pay for vandalism or careless use of property, and disciplinary actions will be taken by the administration. You are expected to care properly for the furniture, equipment, and building.

- Pick up your trash and the trash around you.
- Recycle paper.
- No open containers of pop or other liquid are permitted outside of the cafeteria, unless cleared as a legitimate medical condition.

Emergency Procedures

Various drills are held at regular intervals throughout the school year and are an important safety precaution. It is essential when these drills are held that everyone follows staff instructions promptly. Directions for each type of emergency will be reviewed by the teacher and posted in each classroom and within the student planner. If a student is in the hall during a Lockout, the student should return to their classroom. If a student is the hall during a Lockdown, the student should go to the closest possible restroom.

Food Items

Food and beverage items should be consumed in the cafeteria. Exceptions would be special food days in classes or advisement. Clear water bottles may be used in a respectful and responsible manner. Sunflower seeds will not be allowed in the building at any time. The permission of gum will be at the teacher discretion.

Lunch

Parents, students, etc., are asked not to bring/ order in lunches from outside vendors to students or groups of students unless cleared through the principal's office. Students will be able to leave the building for lunch only with their parent or guardian.

Student Appearance (Policy 5031)

Any manner of dress, hair style, make up, or personal hygiene that -

- Constitutes a threat to the safety, health, or welfare of the student or others;
- Violates any statute;
- Interferes with the education process, or that school officials can reasonably predict will interfere with the education process; or
- Causes or may cause excessive maintenance problems in the school may be grounds for corrective or disciplinary action.

The superintendent or his/her designee may institute specific dress code regulations in any school consistent with board policy.

Dress Code

The school dress code is based on the principle that student dress is a responsibility of each student's parents/guardians. For this reason, we feel that many of the restrictions on dress code and grooming should originate with the parent/guardian rather than with the school administration.

The dress code should allow for individualism and meet the current trend of changing styles. However, when a style becomes extreme, the matter will be discussed with the student. Students wearing clothing that is deemed inappropriate may be sent home or have proper clothing delivered by a parent or wear clothing stored in the office for dress code violations. Students who refuse to comply will face disciplinary action.

1. Appearance which is disruptive, according to the staff, will not be allowed. Students may be referred to administration for final approval. Automatically included in this category are -
    a. Not any clothing that is offensive or distracting to the learning environment. (Clothing with vulgar, obscene, profane, suggestive or otherwise inappropriate drawings or slogans)
    b. No sagging pants.
    c. No bare midriffs.
    d. No spaghetti straps, tank tops with less than 2 inch sleeves on each arm, or strapless tops may be worn.
    e. No pants/clothing with tears/missing fabric that reveals excessive skin.
2. Students must wear shoes or sandals at all times, no slippers.
3. Students will not be allowed to wear hats, caps, bandanas, bandanas worn as headbands, or other head coverings that are not related to an individual's religious/cultural beliefs. Those items are to be kept IN LOCKERS during the day from 7:53 am to 3:24 pm. Bandana printed items may not be worn or displayed.
4. Coats are generally not needed in school and should not be worn in class unless a teacher determines coats are needed.
    a. What is NOT allowed? Any coat that is generally worn as an OUTSIDE coat for warmth is not allowed. Not allowed are heavy overcoats, ski jackets, rainwear, or any lined jackets.
    b. What IS allowed? One layer cotton lining inside a windbreaker, unlined windbreaker, and pullover or zippered sweatshirts are acceptable for indoor wear.
    c. Sweatshirts with hoods are allowed but the **hoods must be down at all times** during the school day.
5. Book bags and purses must stay in the students' lockers during the school day as well.

Cell Phone/ Electronic Items (Policy 6025)

Ralston Middle School recognizes the increased use of electronic devices in society and also recognizes their value when used properly. Our primary concern is the academic success of students since the misuse of electronic devices can interfere with student learning. We also understand the need for parents to occasionally contact their student; however, it is best to call the office and a note will be sent to the student. Students are not allowed to check their device or respond to parent contacts during class time without teacher's permission. The following rules will govern the use of electronic devices at the middle school -

1. Students must follow classroom teachers' stated expectations and guidelines. Staff may confiscate electronic devices if students fail to comply with those expectations.
2. Electronic devices may be used before and after school.
3. Students must discontinue use of any electronic device when so instructed by any staff member at any time during the school day.
4. Electronic devices that are confiscated by staff will be turned into the office where the student or parent may pick it up after school. All subsequent violations could require a parent to pick up the device; the student may also have additional consequences assigned.

Administrative Action

These items, if seen or heard in the building by a staff member, will be confiscated and turned in to the office. Parents and/or guardians could be required to come to the middle school and pick these items up each time they are taken from their student. Students will be able to use the school phones to call parents/guardians for rides after school, practices, and contests.

Telephones

We have phones in each classroom. Students may request use of a phone and teachers will determine if the request is appropriate. Office phones are to be used for emergencies only.

Media Center

All students enrolled in Ralston Middle School are entitled to borrow books from the school media center. A library ID card is not needed. During school hours, a student will be allowed to use the media center with a pass signed by a teacher. Books and periodicals taken out of the media center must be checked out at the circulation desk. Students should exercise good judgment when deciding the number of books to check out at one time. Reserved books, reference books, and encyclopedias may be checked out for one period or overnight only.

Physical Education

Physical Education is part of our curriculum. Every student is expected to participate unless excused as a part of legitimate medical condition.

Should this be the case, we expect a doctor's written excuse stating the reason and the length of time the pupil will not be participating. These excuses will be renewable at the beginning of each school year. If a student has a doctor's written excuse, he/she will be unable to participate in athletic practice and events during that time. Parent/guardian written excuses may not amount to more than three (3) days for the school year. For any illness or injury that limits the student's activity longer than this, a doctor's written excuse is expected.

Proper gym shoes are required. Clothing for P.E. must follow the dress code policies.

Bikes

- Park bikes in the bike racks provided.
- LOCK your bikes at all times.
- The school is not responsible for lost, stolen, or damaged bikes.
- Non-licensed (e.g., moped, go-carts, mini bikes, etc.) motorized vehicles are prohibited on school property.

Lost and Found

Ralston Middle School's "Lost and Found" is located in the main office. If you have lost a textbook, a sweatshirt, or anything else; just tell the secretaries in the office and they will help you locate the lost item. Quarterly, the Lost and Found is cleaned out, and items are given to charity.

Student Activities (Policy 6028)
The school day at RMS does not necessarily end when the bell rings at the end of the day. There are several opportunities for students after school, however students need to report to the designated areas directly after school, or bring a signed note if they are staying after with a teacher. **Students not participating in an after school opportunity are expected to be off school property by 3:35 p.m**. If a student is participating in any extra-curricular activity, they must be present at school for at-least four periods of the school day.

The opportunities listed below are available for students staying after school. Students involved must follow the school guidelines when staying after school.

Teacher Help Computer Labs Media Center Athletics Activities KIDS Count

Ralston Middle School programs are proud of the students, coaches and sponsors who contribute to make the activities programs a positive experience for its participants. Success in extracurricular activities cannot always be measured by the wins and losses of each program, but they must also be measured by the satisfaction and educational experiences received by the participants. The activities program also provides opportunities to assist participants in growing physically, mentally, and emotionally.

The element of competition, although it exists, is controlled to the point that is does not determine the nature of the programs. 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 the contest.

The coaching and activities staff and administration believe that participation in activities and athletics, both as a participant and as a student spectator, is an integral part of the student's educational experiences. Such participation is a privilege that carries with it responsibilities to the school, the team, the student body, the community, and the students themselves. In their participation and in their conduct, they are representing all of these groups. Such experiences contribute to the knowledge, skill, and emotional patterns that they possess, thereby providing guidance in becoming better people and better citizens.

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

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

Player Responsibility - Listen to your Coaches/Sponsors
- Stop what you are doing and make eye contact.
- Be respectful while listening by displaying appropriate body language.
- Make a conscious effort to pay attention to detail.

- Respond to instructions immediately and in a positive manner.
- If you do not understand, raise your hand and ask questions.

Player Responsibility - Accept Coaching Instruction and Team Philosophies

- Understand that coaching is instructional. Learning the fundamentals of your sport/activity is integral in becoming the best you can be in that particular endeavor.
- If you feel frustrated, visit with your coach or sponsor at an appropriate time.
- Make only **POSITIVE** comments to your teammates - **SUPPORT ONE ANOTHER!**
- Remember your teammates are here for the same common goals!
- Respect your opponents- treat them how you would choose to be treated.
- Win with class. Lose with dignity.

Sports by season:

Fall (August – mid October)	Football, volleyball, cross country
Early Winter (end of October - December)	Boys basketball
Late Winter (December – March)	Girls basketball, wrestling
Spring (end of March – May)	Track, Intramural soccer

In order to participate in any sport, students must provide:

1. ***A physical exam to be kept on file at Ralston Middle School.*** Students will not be able to participate in any practices or games until this physical is received in our office. All students entering seventh grade are required to have physical exams prior to enrolling at RMS. These also serve as the athletic physical during the student's seventh grade year.
2. ***A ONE TIME activity fee of $20.00*** *(paid each school year)*. Please make checks payable to Ralston Middle School.
3. ***Signed parent permission form and RECEIPT OF RALSTON MIDDLE SCHOOL 2018-2019 STUDENT HANDBOOK signature*** (part of student check-in packet).
4. ***Students must also have proof of health insurance***. Ralston Middle School provides NO insurance coverage. It is the responsibility of the parents to provide adequate insurance to cover any medical expenses that may be incurred while the student is participating in athletics or resulting in their participation in athletics. If a student needs health insurance, please stop in the office for informational handout provided by Student Assurance Services.

Attendance Requirements

1. Attend practices regularly. Students may miss practices for the following reasons only: 1) family 2) church 3) involvement in another school activity 4) illness (absence from school that day)
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 by phone, with a written note, or by email. Any practice that is missed without prior contact with the coach will be assumed an unexcused practice.
3. On the day of a contest, performance or other activity, be in attendance for four periods of the school day. A student who is not in attendance for the four periods is ineligible for the contest, performance, or activity (*exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The principal or athletic director must approve the exception).*
4. 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 be going home ill and then returning to play in the contest later that day.
5. Students will have situations when they meet with teachers after school to make up tests or assignments. Academics are always the first priority. In this situation, students must:

- Bring a note/pass from the teacher to their coach **before** practice begins. Some coaches may have you change into your practice clothes before meeting with your teacher.
- Complete assignments with teacher then return to practice.

However, if a student must serve a detention due to our RMS late work policy or for not meeting expectations for behavior in the classroom. Students must still possess a note/pass from the teacher in these situations so coaches are aware of the team member obligations with their teachers.

Equipment and Lockers

The athletic department will furnish equipment needed for each program. It will not furnish shoes or any equipment needed of a personal nature. All equipment checked out to a participant is his/her responsibility. Upon completion of the season, the equipment will be checked in to the coach. *If there is an item missing or damaged, the student must pay for the replacement cost.*

Students are provided a locker in the locker room to store practice clothing and equipment. *Students are to be responsible for locking all equipment and personal articles in their lockers during practice and game times.* Negligence in doing so could result in items being stolen. The school is not responsible for lost or stolen items.

Scheduled Practice Times

Students will receive a practice and game schedule from their coaches at the start of the sport season. Practices will be held from 3:25-5 p.m. During the winter sports season, there could be 6:00-7:30 a.m. practices on a rotating basis due to the availability of the gyms. However, please refer to the practice schedule received at the beginning of the season for exact practice times. These may vary. Please arrange your student to be picked up from practices and games on time.

Cancellation/Postponement Procedure:

There may be situations when we will need to postpone or cancel games or matches due to inclement weather. The following steps will be used to communicate to parents:

- An announcement will be made over the school intercom to alert students of the cancellation/postponement.
- Students will be allowed to use classroom telephones to contact parents.
- In the event that games are cancelled or postponed, no practices will be held after school.
- The cancellation/postponement will also be posted on our RMS website.

Facilities Usage

No one is allowed to be in the building or to use the athletic facilities without a coach or sponsor supervising. Any athlete using the weight room must also be supervised by coaching staff.

Transportation Policy

Activities may be conducted at locations other than Ralston Middle School. In some instances, Ralston Middle School will not provide transportation to the activity. Ralston Middle School is not responsible when students are provided transportation by a vehicle driven by others. In these instances, the responsibility and liability of the school and school officials is limited to the period from the participant's arrival at the event site and contact with the coach, sponsor, or assigned staff member, until dismissal from the event. All other liability for the child's safety lies with the parent, or their designated drivers.

Age Specific Information to Parents of Middle School Athletes

NSAA Eligibility Rule 2.3 – "Student is ineligible if 19 years of age before August 1 of current school year." (Students in grades 7 or 8 may participate on a high school team if he/she is 15 years of age prior to August 1 of the current school year). Parents need to be informed that their son/daughter, who would be ineligible if they turn 15 years of age before August 1st of their 8th grade year of school or 14 years of age before August 1st of their 7th grade school year. Please contact your school's activities director for more information.

Extracurricular 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

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. **The Code of Conduct also applies to participation in school-sponsored activities such as school dances, 8th grade end of the year celebration at Papio Fun Park, attendance at school events such as athletic contests and concerts, and other school sponsored events**.

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

Any Ralston student is subject to disciplinary procedures for inappropriate actions that take place at his/her building of attendance, any other district building and/or school related activity, or for any other action prohibited by state statute.

While we cannot itemize every action of misconduct here, the following are main areas of conduct, which may lead to disciplinary action, in-school suspension/suspension, expulsion from school, and/or loss of extracurricular participation privileges:

- The possession, use, sale, or transmission of tobacco, alcoholic beverage, drugs, or drug paraphernalia.
- The willful use of force, violence, threat, or insubordinate action.
- Gross disrespect for any student, school official, or employee. This includes the use of profanity or disrespectful speech or gestures toward another student or school employee.
- Stealing, willful damage, or destruction of school property or property belonging to another student or school employee.
- Continued behavior that seriously interferes with classroom instruction or other activities associated with school.
- Threatening or intimidation of other students, teachers, or anyone else connected with the school. This includes sexual, verbal, and physical harassment.
- Possession and/or use of any object or material that is ordinarily or generally considered a weapon in any school building, on school grounds, in any vehicle, or at any school sponsored activity is prohibited.
- Truancy from school or failure to attend assigned classes or activities.
- Causing or attempting to cause physical injury to a school employee or to any student.

Students cannot participate in extracurricular contests, performances, practices, or attend other school activities on days of in school suspension and/or out of school suspension.

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 show evidence of sincere effort towards scholastic achievement. To be eligible for participation in extracurricular activities, students must:

- Demonstrate the ability to balance academics with extracurricular participation. ***A student is ineligible to participate in extracurricular activity contests or performances for the following academic reasons:***
    - *If he/she has a F grade in one of his/her classes*
- Office staff will do grade checks. Students are ineligible until grades have been improved and a new grade check is completed by administration.
    - *If a he/she is ineligible, he/she cannot participate in athletic contests, concerts, competitions, performances, school dances or other school sponsored activities for the entire week. However, the student will continue to attend practices during this time.*
- Academic requirements do not apply to:
    - *Instructional field trips which are a part of the scheduled course learning experience; or*
    - *Activities or events that are a part of the students' grade requirements.*

School Dances

A school-sponsored dance is a school activity subject to all provisions of the Student Activity Code, and is a privilege available to students meeting all requirements for participation.

General Rules of Student Conduct at Dances.

In addition to all rules of student conduct in the Student handbook, students attending dances shall adhere to the following rules of conduct:

- Only Ralston Middle School students may attend the dance.
- Students who have been suspended from school or from extracurricular activities may not attend.
- The school reserves the right to exclude persons who may or do cause a disruption or detract from the event.
- Rules for dances may restrict students from leaving the dance until the dance ends without written parental permission on a form provided.
- Students who engage in inappropriate behavior, whether on or off of the dance floor, may be asked to leave.
- Attire must meet school dress code requirements.
- Dances are scheduled after school from 3:25-5:00 p.m.
- ***Rides need to be arranged to pick up students at 5:00 p.m.***

Relationships Between Parents and Coaches/Sponsors

Both parenting and coaching are very difficult vocations. By establishing an understanding between coaches and parents, both are better able to accept the actions of the other and provide a more positive experience for everyone. Parents have the right to know the expectations placed on them and their children. Coaches and sponsors have the right to know that if parents have a concern, they will discuss it with the coach at the appropriate time and place.

Conflict Resolution

In the event you have a concern about your student's participation on our teams and/or our programs, we ask that you use the following chain of communication to deal with the concerns:

1. First, ask your student to talk with the coach or sponsor about the concerns. This is an important life skill to teach your student and a very important first step in problem solving.

2. Second, if the issues have not been resolved by the coach or sponsor and student, then the parent/legal guardian should request a meeting with the coach or sponsor outside of class time, practice time, or event time. The coach or sponsor may request that the student attend this meeting.
3. Third, if these two steps have not succeeded, then the parent/legal guardian may request a meeting with the activities director at the school. The student and coach/sponsor will also be included in this meeting.
4. Fourth, if resolution has not been achieved, the parent/legal guardian and student may request a meeting with the principal, in which the coach or sponsor, parent, student, and assistant principal will attend. We hope the concerns can be addressed at the site level.
5. Topics that will not be discussed at any of these meetings will be playing time, game strategies, playing level, starters, student selections on teams, and comparison of students' skills. We as an administration believe it is the responsibility and right of the coaches and sponsors to determine the members of the team, the time and/or role earned by each student during each game and event, and to determine the strategies used during a game or event.

"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 that 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 these 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.

Parent/Guardian Role in Communicating with Children

- Make sure your children know that win or lose, scared or heroic, you love them, appreciate their efforts and are not disappointed in them. This will allow them to do their best without fear of failure. Be the person in their life they can look to for constant positive reinforcement.
- Try your best to be completely honest about your child's athletic ability, competitive attitude, sportsmanship and actual skill level.
- Be helpful but don't coach them. It's tough not to, but it is a lot tougher for the child to be flooded with advice and critical instruction.
- Teach them to enjoy the thrill of competition, to be "out there trying," to be working to improve their skills and attitudes. Help them develop the feeling for competing, for trying hard, for having fun.
- Try not to relive your athletic life through your child in a way that creates pressure. If they are comfortable with you win or lose, then they are on their way to maximum enjoyment.
- Don't compete with the coach. If your child is receiving mixed messages from two different authority figures, he or she will likely become disenchanted.
- Don't compare the skill, courage, or attitude of your child with other members of the team.
- Get to know the coach(es). Then you can be assured that his or her philosophy, attitudes, ethics, and knowledge are such that you are happy to have your child under his or her leadership.
- Always remember that children tend to exaggerate, both when praised and when criticized. Temper your reaction and investigate before overreacting.

Parent/Guardian Role in Communicating with a Coach/Sponsor

- *Communication you should expect from your child's coach includes:*
    - Philosophy of the coach
    - Expectations the coach has for your child
    - Locations and times of all practices and contests
    - Team requirements
    - Procedure should your child be injured
    - Discipline that results in the denial of your child's participation
- *Communication coaches expect from parents:*
    - Notification of any schedule conflicts well in advance
    - Specific concerns in regard to a coach's philosophy and/or expectations
- *Appropriate concerns to discuss with coaches:*
    - The treatment of your child, mentally, and physically
    - Ways to help your child improve
    - Concerns about your child's behavior
    - Injuries or health concerns. Report injuries to the coach immediately!! Tell the coach about any health concerns that may make it necessary to limit your child's participation or require assistance of trainers. Students are sometimes unwilling to tell coaches when they are injured, so please make sure the coach is told.
- *Issues not appropriate to discuss with coaches:*
    - Playing time
    - Team strategy
    - Play calling
    - Other student-athletes

Good Sportsmanship—Behavior Expectations of Spectators

Good sportsmanship is expected to be exhibited by all coaches, sponsors, students, parents and other spectators. The school can be punished by NSAA for a lack of good sportsmanship at NSAA sanctioned events. More importantly, activities are more enjoyable for the students when good sportsmanship is displayed.

Responsibilities of Spectators Attending Interscholastic Athletics and Other Extracurricular Activities

- Show interest in the contest by enthusiastically cheering and applauding the performance of both teams.
- Show proper respect for opening ceremonies by standing at attention and remaining silent when the National Anthem is played.
- Understand that a ticket is a privilege to observe the contest, not a license to verbally attack others, or to be obnoxious. Maintain self-control.
- Do not "boo," stamp feet or make disrespectful remarks toward players or officials.
- Learn the rules of the game, so that you may understand and appreciate why certain situations take place.
- Know that noisemakers of any kind are not proper for indoor events.
- Obey and respect officials and faculty supervisors who are responsible for keeping order. Respect the integrity and judgment of game officials.
- Stay off the playing area at all times.
- Do not disturb others by throwing material onto the playing area.
- Show respect for officials, coaches, cheerleaders, and student-athletes.
- Pay attention to the half-time program and do not disturb those who are watching.
- Respect public property by not damaging the equipment or the facility.
- Know that the school officials reserve the right to refuse attendance of individuals whose conduct is not proper.
- Refrain from the use of alcohol, tobacco, and drugs on the site of the contest.

Concussion Awareness (Policy 6034)
The Nebraska Unicameral has found that concussions are one of the "most commonly reported injuries in children and adolescents who participate in sports and recreational activities and that the risk of catastrophic injury or death is significant when a concussion or brain injury is not properly evaluated and managed."

The School District will:

1. Require all coaches and trainers to complete one of the following online courses on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury -
    a. Heads UP Concussions in Youth Sports
    b. Concussion in Sports—What You Need to Know
    c. Sports Safety International
    d. ConcussionWise
    e. ACTive™ Athletic Concussion Training for Coaches
2. On an annual basis provide concussion and brain injury information to students and their parents or guardians prior to such students initiating practice or competition. This information will include:
    a. The signs and symptoms of a concussion;
    b. The risks posed by sustaining a concussion;
    c. The actions a student should take in response to sustaining a concussion, including the notification of his or her coaches; and
    d. Acknowledgement of receipt of information by both parent/guardian and the student.

A student who participates on a school athletic team must be removed from a practice or game when he/she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school. The student will not be permitted to participate in any school supervised team athletic activities involving physical exertion, including practices or games, until the student:

1. has been evaluated by a licensed health care professional;
2. has received written and signed clearance to resume participation in athletic activities from the licensed health care professional; and
3. has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity, the parent or guardian of the student will be notified by the school of:

1. the date and approximate time of the injury suffered by the student,
2. the signs and symptoms of a concussion or brain injury that were observed, and
3. any actions taken to treat the student.

The school district will not provide for the presence of a licensed healthcare professional at any practice or game.

School officials shall deem the signature of an individual who represents that he/she is a licensed healthcare professional on a written clearance to resume participation that is provided to the school to be conclusive and reliable evidence that the individual who signed the clearance is a licensed healthcare professional. The school will not take any additional or independent steps to verify the individual's qualifications.

Students who have sustained a concussion and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is

fully recovered. The school's "return to learn protocol" shall be the guidance provided by the Nebraska Department of Education entitled “Bridging the Gap from Concussion to the Classroom,” and accompanying materials and future supplements. Nothing in this policy or the referenced protocol shall entitle a student who has sustained a concussion to an individualized plan under Section 504 of the Rehabilitation Act, although staff will refer students who have sustained a concussion for evaluation under Section 504 as appropriate.

Kids Count

Our Vision For The RMS Kids Count Program Is:

1. To implement a vibrant community driven program that will attract youth, parents, & community long after the school day ends.
2. Engage our youth in safe, drug-free activities that will support and challenge them academically and foster resilience to negative influences.
3. Nurture a lifelong commitment for community service and the arts.
4. Support parents in raising happy, healthy, and academically successful children.

Kids Count for this school year will get underway on Monday, August 20. There is a $20 fee per month. Activities will be held on Monday-Friday from 3:30-5:00 p.m. on days school is in session. Participating in Kids Count is a positive way for students to enjoy a variety of activities as well as make connections with other RMS students.

To enroll in this program, please contact Steve Schrad or Linda Hoffman at 402-331-4701.

Routine Directory Information (Policy 5017)
The school district shall disclose the following as routine directory information pertaining to any past, present or future student who is, has been, or will be regularly enrolled in the district.

- Name and grade
- Address
- Telephone number, including the student's cell phone number
- E-mail address
- Date and place of birth
- Dates of attendance
- The image or likeness of students in pictures, videotape, film or other medium
- Major field of study
- Participation in activities and sports
- Degrees and awards received
- Social media usernames or handles
- Weight and height of members of athletic teams
- Most recent previous school attended
- Certain class work which may be published onto the Internet
- Classroom assignment and/or home room teacher
- Student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only the authorized user.

Directory information does not include a student's social security number.

Upon request, the district will provide military recruiters and institutions of higher education with the names, addresses and telephone listings of high school students unless a student's parents have notified the district that they do not want this information disclosed without their prior written consent

The district will notify parents and guardians each year of their rights under this policy and the Family Educational Rights and Privacy Act. Parents will be given to opportunity to prevent the release of this directory information by filing a written objection with the district.

Parent Involvement in Education Practices (Policy 5018)
The school district recognizes the importance of parental and guardian involvement in the education of their children. The school district will take the following steps to ensure that the rights of parents and guardians to participate in the education of their children are preserved.

1. Parents/Guardians will be provided access, as described in district procedures, to district-approved textbooks and other curricular materials and tests used in the district upon request.
    a. A parental request to review specific approved textbooks and other district- or building-approved curricular materials (written, visual, and audio) should be made to the principal of the building where the textbooks and curriculum materials are used.
    b. Parents may check out textbooks and may review curricular materials such as video and audio recordings within a time frame determined by the building principal to prevent disruption of the instructional process.

    c. A parental request to review specific standardized and criterion- referenced tests used in the district should be made in writing to the building principal. Copies of the most recent tests used in the district will be available for parent review. Parents wishing to review statewide NeSA assessments will be provided with sample questions and a copy of a practice test, but will not be provided with copies of the actual assessment due to testing security. In the case of other secure tests such as the ACT, parents must contact the publisher to obtain copies of the test.
2. Parents/Guardians will be permitted, within district procedures, to attend and observe courses, assemblies, counseling sessions, and other instructional activities.
    a. Parents/guardians are invited to make appointments with the building principal to visit classes, assemblies and other instructional activities. The principal shall give permission after determining that parental/guardian observation would not disrupt the activity. Observations that last more than 60 minutes or occur on consecutive days are typically disruptive and will not be permitted absent unusual circumstances, in the sole discretion of the building principal.
    b. Parents/guardians may contact the building principal to request permission to attend counseling sessions in which their child is involved.
3. Parents/guardians will be permitted, within district procedures, to ask that their children be excused from school experiences that parents find objectionable.
    a. Building principals may excuse a student from any single school experience at the parent's written request.
    b. When appropriate, alternative experiences will be provided for the student by the school.
4. Parents/guardians will be informed through the student handbook and district policies of the manner that the district will provide access to records of students.
5. Parents/guardians will be informed of the standardized and criterion-referenced district testing program. Parents may request additional information from the building principal.
6. Parents/guardians will be informed of the circumstances under which they may opt-out of state and federal assessments.
    a. In accordance with federal law, at the beginning of the school year, the District shall provide notice of the right to request a copy of this policy to parents/guardians of students attending schools receiving Title I funds. The District will provide a copy of this policy to a requesting parent in a timely manner.
    b. State Assessments
        i. The District cannot approve requests to opt out of state assessments. Approval of such requests is contrary to state law.
    c. National Assessment of Educational Progress
        i. As a condition of receiving federal funds, the District participates in the National Assessment of Educational Progress (NAEP). To help ensure that the District has a representative sample of students taking the NAEP, which will allow the District to assess the quality and effectiveness of its programming on a national level, the District strongly encourages all eligible students to participate. However, student participation in NAEP is voluntary.
        ii. The District shall provide parents/guardians of eligible students with reasonable notice prior to the exam being administered. Parents/guardians wishing to opt their students out of the NAEP assessment must notify the district in writing at least three days prior to the exam date to ensure that the District can coordinate supervision and alternative activities for students who have opted out.
7. Parents/guardians will be notified of their right to remove their children from surveys prior to district participation in surveys.
    a. The principal must approve all surveys intended to gather information from students before they are administered to students.

b. Students' participation in surveys is voluntary. Parents/guardians may restrict their child from participating in any survey.

Field Trip (Policy 6027)
The board encourages instructional staff to incorporate field trips into the curriculum. These trips should normally be conducted during the school day.

1. General Conditions All trips must be preapproved by the teacher's building principal. Out of state and overnight trips require preapproval by the board. The superintendent and principals will develop guidelines for approval of trips and communicate those guidelines to teaching staff.
2. Parental Permission Each student must submit a signed parental permission slip prior to being allowed to attend a field trip. A new permission slip must be submitted for each trip. Caregivers, as that term is defined in the Nebraska Strengthening Families Act, shall be permitted to sign parental permission slips.
3. Supervision Sponsoring teachers must ensure that students are adequately supervised and chaperoned by a responsible adult at all times during field trips. Whether paid staff or volunteers, chaperones are prohibited from drinking alcoholic beverages of any kind at any time during any field trip. All chaperones must be at least 21 years of age. Any chaperone who drives students must possess a valid driver's license. Chaperones who drive students in private vehicles must possess adequate insurance coverage.
4. Student Conduct Students must comply with the student code of conduct, any applicable extracurricular conduct codes, and all directives by trip chaperones.

Parental/Guardian Access to Student Records (Policy 5016)
The school district shall manage student records and reports as is necessary for effective administration and in compliance with law. In general "student records" shall not include transitory communications such as email, text messages, handwritten communication between school and home, and the like, and these items will not generally be maintained by the district.

For purposes of the district's compliance with state and federal law, the district "maintains" student records which are printed and kept in the student's physical file or which school district staff have intentionally saved within the official school district digital student information system that specifically identifies the student for whom those records are maintained. The school district may also use learning management systems, which deliver and manage instructional content. The school district maintains student records within its student information system but not in its learning management system. The official school district student information system is SIMS.

Each building principal will assign responsibilities for the preparation and maintenance of records and will ensure compliance with the applicable federal and state laws, regulations, and record retention schedules regarding their storage and use in the building. No "student record" or record required to be retained by the Nebraska Secretary of State's Record Retention Schedules applicable to the district will be destroyed unless it is first saved in a retrievable, digital format. This includes only records required to be kept by the applicable Retention Schedules and "student records" as defined by state and federal law, and this policy does not prohibit the district from following its record expungement procedures for all other records.

Students or their parents, guardians, teachers, counselors, or school administrators shall have access to the school's files or records maintained concerning themselves or their students. For purposes of this policy, "teachers" include paraeducators and volunteers who are providing educational services to a student on behalf of the School District. "School administrators" include attorneys, members of law enforcement acting on behalf of the school district as well as third party website operators who have contracted with the school district or its agent to offer online programs for the benefit of students and the district. No other person shall have access

thereto nor shall the contents thereof be divulged in any manner to any unauthorized person. All disciplinary material shall be removed and destroyed upon the pupil's graduation or after the pupil's continuous absence from the school for a period of three years, and after authorization is given by the State Records Board pursuant to state law. Upon request, the school district will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.

Outside agencies such as physicians, probation officers, psychologists, child guidance clinics, and other agencies concerned with child welfare who are working directly with a child may have access to information pertaining to that child with written parental consent or upon issuance of a valid court order.

The school district shall share student data, records, and information with school districts, educational service units, learning communities, and the State Department of Education to the fullest extent practicable unless otherwise prohibited by law. Each year, the school district will notify parents and guardians of their rights under this policy and the Family Educational Rights and Privacy Act.

Parent/Guardian Notification of Student Surveys (Policy 5015)
The Board of Education respects the rights of parents and their children, and has adopted this policy in consultation with parents to comply with the federal Protection of Pupil Rights Amendment (PPRA) and The No Child Left Behind Act (NCLB).

1. Surveys
    a. Surveys Created by a Third Party
        i. This section applies to every survey:
            1. that is created by a person or entity other than a district staff member or student;
            2. regardless of whether the student answering the questions can be identified; and
            3. regardless of the subject matter of the questions
        ii. Parents have the right to inspect any survey created by a third party before that survey is distributed to their student.
    b. Surveys Requesting Particular Sensitive Information
        i. Sensitive information shall include:
            1. Political affiliations or beliefs of the student or the student's parent(s);
            2. Mental or psychological problems of the student or the student's family;
            3. Sexual behavior or attitudes;
            4. Illegal, antisocial, selfincriminating, or demeaning behavior;
            5. Critical appraisals of other individuals with whom respondents have 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 student or student's parent(s); or
            8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without prior written consent of the parent or eligible student.
        ii. No student shall be required to submit to a survey, analysis, or evaluation that requests sensitive information.
        iii. If a survey requesting sensitive information is funded, in whole or in part, by a program administered by the U.S. Department of Education, the school district must obtain the written consent of a student's parent(s) before the student participates in the survey.

iv. School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey (created by any person or entity, including the district) containing any sensitive information.
v. Parents have the right to inspect any survey which requests sensitive information before that survey is distributed to their student.

c. Survey Inspection Requests
i. School officials shall inform parents of their right to inspect surveys requesting sensitive information before the surveys are distributed to any student.
ii. All survey inspection requests must be in writing to the building principal and delivered to the building principal prior to the date on which the survey is scheduled to be administered to the students.
iii. The principal shall respond to survey inspection requests without delay.

2. Invasive Physical Examinations
a. The term “invasive physical examination” means:
i. any medical examination that involves the exposure of private body parts; or
ii. any act during such examination that includes incision, insertion, or injection into the body; and
iii. does not include a hearing, vision, or scoliosis screening.
b. Parents may refuse to allow their student to participate in any non-emergency, invasive physical examination or screening that is:
i. required as a condition of attendance;
ii. administered by the school and scheduled by the school in advance; and
iii. not necessary to protect the immediate health and safety of the student, or of other students.
c. This policy does not apply to any physical examination or screening that:
i. is permitted or required by an applicable state law, including physical examinations or screenings that are permitted without parental notification;
ii. is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1400 et seq.)
iii. is otherwise authorized by Board policy.

3. Collection of Personal Information from Students for Marketing
a. The term “personal information” means individually identifiable information including:
i. student’s and parent(s)’ first and last name;
ii. home or other physical address;
iii. telephone number; and/or
iv. social security number.
b. No school official or staff member shall administer or distribute to students a survey or other instrument for the purpose of collecting personal information for marketing or for selling that information.
c. This policy does not apply to the collection, disclosure or use of personal information for the exclusive purpose of providing educational services to students, such as the following:
i. postsecondary education recruitment;
ii. military recruitment;
iii. tests and assessments to provide cognitive, evaluative, diagnostic or achievement information about students; and/or
iv. student recognition programs.
v.

4. Inspection of Instructional Material
a. Definition

i. The term “instructional materials” means instructional content that is provided to a student regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet).
ii. The term does not include academic tests or academic assessments.

b. Parents may inspect, upon their request, any instructional material used as part of their child’s education curriculum.
c. Curriculum inspection requests must be made to the building principal in writing.
d. Building principals shall respond to inspection requests within a reasonable amount of time.

5. Notification of Rights and Procedures
   a. The superintendent shall notify parents of:
      i. this policy and its availability upon request from the office of the district;
      ii. how to opt their child out of participation in activities as provided for in this policy;
      iii. the approximate dates during the school year when a survey requesting personal information is scheduled or expected to be scheduled; and
      iv. how to request access to any survey or other material described in this policy.
   b. This notification shall be given to parents as least annually, at the beginning of the school year and within a reasonable period after any substantive change in this policy.

Investigations, Arrests, and Other Student Contact by Law Enforcement and HHS (Policy 5018)
The school district and its administrators and staff desire to maintain a positive working relationship with law enforcement officers and other representatives of governmental bodies in the discharge of their duties. However, this desire must be balanced against other equally important factors such as a student’s legal rights, ensuring that a student’s time spent in school is for education, and acknowledging that the school stands *in loco parentis* to the students.

“Law enforcement officer” means police officers, county sheriffs, state patrolmen, Health and Human Service workers, Child Protective Services workers, Office of Juvenile Services workers, probation officers, U.S. Immigration and Customs Enforcement (ICE) agents, Federal Bureau of Investigations agents, or any other government investigatory workers.

“Parent” means the biological or adoptive mother or father, guardian, responsible relative, or any other person who has claimed legal or actual charge or control of the student pursuant to Nebraska law or Title 92 Nebraska Administrative Code Chapter 19.

Law enforcement officers are encouraged whenever possible to talk to a student away from the school before or after school hours so as to cause as little disruption as possible to the student’s education.

Law enforcement officers may be called to the school at the request of school administration, or they may initiate contact with the school for their own purposes. Contact between the school and law enforcement officers on matters involving students shall be made through the office of the superintendent or building principal and the law enforcement officer. All reasonable attempts should be made to avoid embarrassing the student before his or her teachers and peers, and to avoid disrupting the student’s and school’s education program. Any questioning by law enforcement officers that is permitted should be conducted in a private room or area where confidentiality can be maintained. This should be an area removed from observation by or contact with other pupils and school personnel.

School staff shall promptly notify the superintendent when a student is questioned, arrested, or removed from school grounds by law enforcement officers.

School Related Criminal Activity
This section applies to alleged or suspected criminal activity that 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.

Law enforcement officers will be allowed to contact and question students at school regarding school related criminal activity as provided below.

The building principal must be notified before a student may be questioned in school or taken from a classroom by law enforcement. The building principal should request identification of the officers, their affiliation with the identified law enforcement agency, and whether their purpose is to interview, interrogate, or take custody of the student.

The building principal will make reasonable attempts to contact a student's parent for their consent and/or presence before the student is interviewed. In the event that a parent cannot be contacted after reasonable attempts, the student will be questioned only if the law enforcement officer identifies emergency circumstances requiring immediate questioning. A building principal or designee shall be present for such questioning. The student will be brought to a private room and the contact will be made out of sight of others as much as practicable.

If the student is suspected of criminal activity, it is the responsibility of the law enforcement officer to advise a student of his or her rights against self-incrimination.

If at any time the district's representative believes that the questioning is being conducted in an inappropriate manner and clearly contrary to the rights of the student, then the representative shall request that the law enforcement activities cease. The building principal will also make another attempt to contact the student's parent.

The building principal shall document steps taken to notify parents, summarize the law enforcement activities, identify the actions taken by the District on behalf of the student, and any further contacts with law enforcement officer.

Non-School Related Criminal Activity
Law enforcement officials may not question students at school unless parental consent is obtained or the law enforcement authorities have a warrant or court order.

Taking a Student into Custody
Law enforcement officers seeking custody of a student must contact the superintendent or building principal. The principal will request the arresting law enforcement officer to provide a copy of the arrest warrant, written parental consent, court order, or other document giving authority to take the student into legal custody. If there is no document presented, the principal should obtain the officer's name, badge number identifying the law enforcement agency, date, time, the reason for the arrest, and the place to which the student is reportedly being taken. Whenever practicable, the arrest or release of the student should be conducted in a location and in a manner that minimizes observation by others.

When a law enforcement officer removes a student from the school, the building principal will take immediate steps to notify the parent about the student's removal and 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.

Child Abuse and Neglect
When law enforcement officers seek to investigate reports of alleged child neglect or abuse regarding a student, the building principal shall obtain a proper identification from the authorities or officials. If a student interview is conducted on school grounds, the building principal or designee and such other school personnel as appropriate shall observe the interview.

If the law enforcement officer decides to remove the student from school, school officials shall provide the law enforcement authorities with the address and telephone number of the student's parent or guardian. The principal or other school official shall, as a condition of releasing the student to the law enforcement officer, require the officer to sign a statement certifying that the child is being removed from school premises because he or she is believed to be the victim of child abuse and that the officer understands and will comply with the legal requirements of Neb. Rev. Stat. § 79-294.

Student Records
Student records will be shared with law enforcement officers only as allowed by state and federal law.

Audio and Video Recording (Policy 5063)
Students and their parents or guardians should assume that any class in which students are enrolled may be recorded by the school district or other students for legitimate educational purposes. Recordings permitted pursuant to this policy may only be used by students for personal academic purposes and may not be republished without additional, written consent from a school administrator. For purposes of this policy "recording" includes still photographs, video, audio, and other similar data captured in any medium.

Recordings Made by The District.
The district may use cameras or other devices for purposes of making security, safety, or other recordings without a specific purpose or for a specific purpose when such recordings are deemed necessary or appropriate by the administration. The district will not maintain the recordings unless the recording is purposefully copied and saved, and the recordings will only be available for review for a limited time based on the district's then-current recording capacity. The district administrators estimate that this is approximately 10 days but may change at any time.

Classroom Recordings by Staff.
Staff members may make audio and video recordings of classroom instruction and school activities upon authorization of the superintendent or supervising administrator.

Prohibited Recordings by Students.
Unless otherwise authorized by this policy or law, students are prohibited from making audio or video recordings during the school day on school grounds; when being transported to and from school activities or programs in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or by his or her designee; or at a school-sponsored activity or athletic event, unless the recording is made in a manner permitted by the school for members of the public. For example, students making recordings of an athletic event for their personal use similar to a parent or other patron are permitted, but students are still subject to the district's appropriate use and student discipline policies.

Permitted Classroom Recordings by Students.
Students may make audio or video recordings of classroom lectures or discussions:

- For their convenience after providing notice to the classroom teacher and receiving the teacher's permission;

- For the benefit of another student who is absent after providing notice to the classroom teacher and receiving the teacher's permission;
- If recording is necessary to accommodate the student's disability and is required by the student's Individualized Education Plan (IEP) or Section 504 Plan.

Staff may revoke permission to record if the recording distracts from or disrupts the classroom environment, unless the recording is necessary to accommodate a student's disability.

Permitted Non-classroom Recordings.
Students may make audio or video recordings otherwise prohibited by this policy outside the classroom only with the permission of a teacher or school administrator, provided that such recordings otherwise comply with any applicable state and federal laws and district policy. In no event shall photographs or video recordings be taken or made in restrooms, locker rooms, or other areas where there is a reasonable expectation of privacy.

Notice of Non-Discrimination (Policy 4001)
Ralston Public Schools does not discriminate in employment or educational programs/activities on the basis of race, color, national origin, sex (including pregnancy), gender identity, gender expression, sexual orientation, religion, marital status, disability, age or any other classification protected by applicable local, state, or federal laws. Ralston Public Schools also provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated to handle inquiries regarding the School District's non-discrimination policies: **Executive Director of Human Resources, who may be contacted in writing at 8545 Park Drive, Ralston, Nebraska, at mrupprecht@ralstonschools.org by e-mail, or by telephone at (402) 898-3483.**

For further information about anti-discrimination laws or to file a complaint of discrimination under Title VI, Title IX, Section 504, or other applicable laws, any person may also contact the Office for Civil Rights, U.S. Department of Education, by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.

Compulsory Attendance and Excessive Absenteeism (Policy 5001)
Required Attendance
Every person residing in the school district who has legal or actual charge or control of any child who is of mandatory attendance age shall cause that child to attend a public or private school regularly unless the child has graduated from high school or has been allowed to disenroll pursuant to this policy.

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

Exceptions
This policy does not apply when temporary illness or severe weather conditions make attendance impossible or impracticable.

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

Discontinuing Enrollment – 5 Year Old Students
The person seeking to discontinue the enrollment of a student who will not reach six years of age prior to January 1 of the current school year shall submit a signed, written request to the superintendent using the form

which is attached to this policy. The school district may request written verification or documentation that the person signing the form has legal or actual charge or control of the student. The school district shall discontinue the enrollment of any student who satisfies these requirements. Any student whose enrollment is discontinued under this subsection shall not be eligible to re-enroll in this school district until the beginning of the following school year unless otherwise required by law.

Discontinuing Enrollment – 16 and 17 Year Old Students
Only children who are at least 16 years of age may be disenrolled from the district. The person seeking to discontinue the child's enrollment shall submit a signed, written request and submit it to the superintendent using the form which is attached to this policy. The district will follow the procedures outlined on the attached form in considering requests to disenroll.

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

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

Excessive Absenteeism
When a student receives five (5) absences or the hourly equivalent in any semester, the Attendance Officer will follow the attached procedure for addressing barriers to the student's attendance.

Reporting Excessive Absenteeism
The building administrator shall report to the county attorney of the county in which the student resides when the school has documented the efforts made that the collaborative plan to reduce barriers identified to improve regular attendance has not been successful and that the child has been absent more than 20 days per year.

Pregnant and Parenting Students (Policy 5008)
Students who are pregnant or parenting are encouraged to continue participating in the district's educational and extracurricular programs.

Accommodations Regarding Attendance and Participation
Generally
Students who anticipate deviations from their regular school experience or accrue absences due to pregnancy or parenting should notify their building principal as early as possible to discuss their educational programming. The building principal will work with the student to develop a plan to assist the student in participating in district curriculum and extra-curricular activities. Such a plan may include:

- The provision of online courses;
- The arrangement of meeting times with teachers;
- The identification of child care providers that meet statutory requirements for quality and care; and
- All other curricular adjustments, modifications, and means of supplementing classroom attendance deemed appropriate by the school administrators.

Students with Disabilities
For students with disabilities who have an IEP or Section 504 plan, the administrators, student's parents or guardians, and student if appropriate will collaborate with the student's educational team to coordinate accommodations consistent with state and federal law. As permitted by law, students may be entitled to accommodations as a result of pregnancy.

Accommodations Regarding Lactation and Breastfeeding
Accommodations

1. In order to accommodate lactating and breastfeeding students, the district will provide reasonable opportunities to express breast milk or breastfeed in a place, other than a bathroom, which is shielded from view and free from intrusion from district students, employees, and the public.
2. Students who wish or need to express breast milk on a regular schedule will work with school administrators to create a schedule which accommodates the student's needs while facilitating education to the maximum extent possible.
3. The district will provide a location for students to store expressed breast milk in or near the location designated for students to express milk to create the least amount of disruption to the student's participation in class or activities.

Educational Process
In order to prevent interference with the educational process, no student shall express breast milk within school classrooms or buses. Nothing in this policy limits the authority of the administration to impose consequences consistent with the Student Discipline Act and other state and federal law.

Absence Procedures
Good school attendance and punctuality are important and closely related to success in school.

- When a student is to be absent from school, **a parent or guardian must notify the attendance secretary.** The attendance secretary is available at 7:00 a.m. To help us ensure student safety, please call 402-331-4701 before 8:30 a.m. If the school has not received a call, the school shall call the parent/guardian to verify the student's whereabouts. Parents/guardians are expected to call each day that the student is to be absent from school, unless other arrangements have been made.
- Following an absence, a student must report to the office with a note from home explaining the reason for the absence, if the parents did not previously call the attendance secretary.
- Students may not leave school at any time before dismissal without prior parental permission.
- Calls to remove a student from school due to illness during the school day must come from the nurse's office (not personal cell phone or classroom phone).
- Please arrange for absences for reasons other than illness and family emergencies as far in advance as possible. If a student is on a school-sponsored trip, the absence is considered an activity and does not count against their absent total or their perfect attendance. If the student is going with parents, it is a permissible absence, though it will count towards their number of absences for the year. In either case, students are required to get assignments in advance and complete as much as possible in advance. Students may or may not be excused from school to participate in trips sponsored by outside organizations.
- Students are expected to be in their classrooms and in their seats when the tardy bell rings.

Unexcused Absences
Students can gain the most from their education if they attend classes on a regular basis. All absences must be with the permission of parents and the proper school officials. If a student is absent without being properly excused, it can be considered a truancy. A truancy is defined as follows: After leaving home, a student does

not attend school, does not attend a class, overtly refuses to attend school, or leaves school after arrival without permission of school officials.

Habitual Truancy/Notification
Habitual truancy is defined as excessive absences or tardies, which inhibit a child's ability to be successful in their education. Excessive absences are best resolved when the parents/guardians, the school, physicians, and the community work together.

Parents/guardians are asked to notify and work with building administrators or assignees regarding reasons for absences and any extended or recurring illnesses or family emergencies involved. Illnesses of 3 days or more will require a doctor's note. If illness continues to be a reason for absences, a form will be given to the parents or mailed to the doctor's office to be completed by the student's physician. School authorized or sponsored activities, trips, and all suspensions and expulsions that may result in absence from classes are not counted as absences from school for truancy purposes.

A student who is absent 5 days or the hourly equivalent per quarter will be reported to the building administrator.

The building administrator is required to render all services in the school district's power to compel the student to attend school including:

- One or more meetings with the parent/guardian and child, if necessary, to report and attempt to solve the truancy problem.
  Educational counseling provided by the school counselor or student assistance team.
- Educational evaluation and specific efforts by the school to help remedy any condition diagnosed.
- Investigation by review of records and documented interventions by the school social worker. If the school social worker determines further review is needed, they will meet with appropriate school personnel, the parent/guardian, and child to discuss need for interventions and/or referral to appropriate community services.

Upon accumulation of 10 recorded absences, a form letter will be sent to the parent/guardian of the child notifying them of the school attendance policy and the Nebraska Compulsory Attendance Law.

Upon accumulation of 15 recorded absences, a form letter will be sent to the parent/guardian of the child notifying them of the school attendance policy, the compulsory attendance law, and the school's requirement to notify the county attorney after 20 school absences are reported.

A student who reaches 20 absences **(regardless of whether any of the absences were excused)** will be referred to the Douglas County Attorney's Office as habitually truant as required by law (79-209).

The Ralston Board of Education authorizes the Ralston School District to render all services in its power to compel a child who has accumulated five days of unexcused absences per quarter, or the hourly equivalent, to attend some school, which the person having control of the child shall designate, in an attempt to remediate the child's truant behavior.

Leaving School Early
To ensure the safety of our students, we are requiring that when a student is being picked up by you, the parent/guardian, or anyone else, that proper I.D. be shown. The person picking up the student must be on the Family Information Sheet. If the person is not on the information sheet, we will not allow the student to leave the school with this individual.

Anti-Bullying Prevention and Positive Student Behavior (Policy 5054)

Bullying Prohibited

Bullying disrupts a school's ability to educate students and threatens public safety by creating an atmosphere in which such behavior can escalate into violence.

Bullying Prevention and Education

Students and parents are encouraged to inform teachers or administrators orally or in writing about bullying behavior or suspected bullying behavior. School employees are required to inform the administrator of all such reports. The appropriate administrator shall promptly investigate all such reports. Each building shall engage in activities, which educate students about bullying and bullying prevention.

Bullying Defined

Bullying means any intentionally hostile or offensive verbal, written, graphic, demonstrative, electronic, or physical act that has the purpose of exerting domination over another student through the act of intimidating, frightening, oppressing, or adversely controlling the student, and that is disruptive of the educational process, or any ongoing pattern of physical, verbal, written, graphic, demonstrative, or electronic abuse, on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, or at school-sponsored activities or school-sponsored athletic events. This may include, but is not limited to, verbal, graphic, written, or electronic activities such as name-calling, taunting, blackmailing, inciting to fight, terrorizing, or physical or demonstrative activities such as poking, blocking or impeding, following, hair pulling, mock hitting motions, intentionally bumping, tripping, and damaging clothing.

Annual Review

The District's Board of Education shall review this Policy annually.

What Should Be Reported?

Any act(s) perceived to be offensive including, but not limited to, physical, verbal, or written abuse, drawings, gestures, symbols, or bullying should be reported by any person aware of the act. These acts may be based on, but not limited to race, religion, gender (see sexual harassment), ethnicity, national origin, disability, age, sexual orientation, socio-economic situation, physical appearance, or marital status.

How Do I Report An Incident?

If you believe you have been a victim of an offensive action, you should immediately contact one of your teachers, your counselor, or your principals.

To the degree possible, the identity of persons who report offensive incidents will be protected, but anonymous reports are discouraged and may not be acted upon. No retaliation against anyone filing a report or providing information will be tolerated; it may result in very serious consequences.

What Action Will Be Taken?

When insensitive or offensive acts occur, the following actions will be taken -

- Responses to reports will be prompt. Any offending written material will be removed immediately, and reports of offending actions by students and staff will be promptly investigated.
- Consequences for offensive action on the part of students will be handled in accordance with the existing school discipline procedures.
- When a staff member is accused of committing an offensive or insensitive act, an investigation will be conducted and action taken based on the results of the investigation and existing district policies, state and federal laws.

- In addition to standard discipline procedures, a plan for developing greater sensitivity will be initiated for students and staff members who have committed insensitive or offensive acts.

Sexual Harassment of Students by Students (Policy 5027)
Students should be provided with an environment that is free from unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct constituting sexual harassment. The board of education unequivocally prohibits sexual harassment by its students against other students even when the affected student does not complain to the faculty or the administration.

Sexual harassment is a form of misconduct that wrongfully deprives students of their dignity and the opportunity to study and be in an environment free from unwelcome sexual overtones. Sexual harassment includes all unwelcome sexual advances, requests for sexual favors and other such verbal or physical misconduct. Sexual harassment means -

> Unwelcome sexual advances, requests for sexual favors, and other verbal or physical misconduct of a sexual nature constitutes sexual harassment when such conduct has the purpose or effect of unreasonably interfering with an individual's educational opportunities or creates an intimidating, hostile or offensive learning environment.

A student who feels he or she has been sexually harassed by another student should directly inform the offending student that the conduct or communication is offensive and must stop. If the student does not wish to communicate directly with the offending student, or if direct communication has been ineffective, the student should report the conduct or communication to the Title IX coordinator or to a teacher, principal or counselor, or any other school personnel with whom she or he feels comfortable.

Regardless of the means selected for resolving the problem, the good faith initiation of a complaint of sexual harassment will not cause any reflection on the complaining student, or affect his or her status as a student.

Any student who sexually harasses another student will be subject to discipline up to and including expulsion, depending on the severity of the misconduct. A decision to take disciplinary action under this policy may be based on the statements of a complaining student, statements, observations of educators, or any other credible evidence.

This policy pertains to sexual harassment of students by other students. The sexual harassment of students by school district employees is governed by other board policy.

Student Discipline (Policy 5035)
Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in this policy and 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. Disciplinary consequences may also include in-school suspension, Saturday School, and any other consequence authorized by law. District administrators may develop building-specific protocols for the imposition of student discipline.

In this policy, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

Any statement, notice, recommendation, determination, or similar action specified in this policy shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her parent or guardian.

Any student who is suspended or expelled from school pursuant to this policy may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

Short-Term Suspension

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

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

The following process applies to short-term suspension -

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he or she is accused of having done, be given an explanation of the evidence the authorities have, and be given an opportunity to explain the student's version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal will send a written statement to the student, and the student's parent or guardian, describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.
4. Students who are short-term suspended will be given the opportunity to complete classwork, including but not limited to examinations, under the following conditions: students follow the expectations for make-up work as outlined by the teacher.

Emergency Exclusion

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

Weapons and/or Firearms

Students may be disciplined for the possession of weapons and/or firearms pursuant to the board's separate policy on weapons and firearms or state law.

Long-Term Suspension

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

Expulsion

1. 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.
2. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise the student may be readmitted by action of the Superintendent.
3. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.
4. Alternative School or Pre-expulsion Procedures. The school shall either provide an alternative school, class or educational program for expelled students or shall follow the pre-expulsion procedures outlined in Neb. Rev. Stat. 79-266.

Grounds for Long-Term Suspension, Expulsion or Mandatory Reassignment

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

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;

5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules if such violations constitute a substantial interference with school purposes -
    a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion;
    b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
    c. Violating school bus rules as set by the school district or district staff;
    d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, or a tobacco imitation substance or packaging, regardless of form, including cigarettes, chewing tobacco, and any other form of tobacco or imitation, such as electronic cigarettes, vapor pens, etc.;
    e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
    f. Possession of pornography;
    g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);
    h. Engaging in hazing, defined as any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. Hazing activities are generally considered to be: physically abusive, hazardous, and/or sexually violating and include but are not limited to the following: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; branding; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault;

i. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;
j. Violation of the district's computer acceptable computer use policy are subject to discipline, up to and including expulsion; and
k. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

Due Process Afforded to Students Facing Long-term Suspension or Expulsion

The following procedures shall be followed regarding any long-term suspension, expulsion or mandatory reassignment:

1. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The 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, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
    b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
    c. A statement that, before long-term suspension, expulsion, or mandatory reassignment for disciplinary purposes can be invoked, the student has a right to a hearing, upon request, on the specified charges;
    d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
    e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and
    f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail.
3. 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.

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. If a hearing is requested within five days after receipt of the notice, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below.
6. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below, except that the time constraints set forth may differ as provided by law and this policy. The student shall be entitled to a hearing but the consequence 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.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (Neb. Rev. Stat. § 79-254 to 79-294). The school district will provide parents with copies of the relevant statutes upon request.

Student Conduct

Ralston Middle School will incorporate into its discipline policy a combination of the following:

- Detentions
- Parent Contact
- In-school Suspension (I.S.S.)
- Out of School Suspension (O.S.S.)

Based on the decision of the RMS staff and administration and the severity/seriousness of the incident students may be assigned the appropriate penalties above or other consequences, as necessary.

Tardy Procedures

Being on time is an important life skill that all students need to learn and model to become successful in current and future endeavors. Because we believe strongly in this life skill, we fully expect students to arrive at their classrooms on time and ready to learn. We have a general discipline continuum that will be followed for students who are chronically late to class. Remedies may include but are not limited to detentions, in-school suspensions, and/or loss of privileges.

Restricted Lunch Assignment

If you are assigned to restricted lunch you are to:

- Check into the office to determine placement for your lunch detention.
- Be responsible for cleaning up your area when you are done with lunch.
- If behavior during lunch detention does not meet expectations, or if students do not take the responsibility to serve these detentions, additional detentions will be assigned.
- Be present for the assigned number of days. Absences will not count for days assigned.

In-Service Days

At the decision of the administration, students may be assigned to In-service Days or student vacation days for the following misconduct:

1. Truancies or chronic tardiness to classes.
2. Vandalism/Stealing.
3. Fighting.

4. Cheating/Missing work
5. Gross disrespect toward school officials/employees.
6. Threatening or intimidation of other students/school officials. This includes sexual, verbal, or physical harassment.
7. Behavior that seriously interferes with classroom instruction or other activities associated with school.

This time affords students an opportunity to serve discipline obligations, attend school full time, and take advantage of the educational opportunities regular school attendance affords. It also gives students an opportunity to complete work usually done at home. All school rules apply to students while attending these days. In-Service Days begin at 8:00 a.m.

In-School Suspension
At the discretion of the administration, a student may be assigned to in-school suspension if he/she has violated a major rule or is continually disruptive in class. Students are disciplined through isolation from the regular class atmosphere, restricted periods of silence, and strict observance of other rules. Failure to comply with the following guidelines could result in additional time assigned to in-school suspension or out-of-school suspension.

Guidelines for In-School Suspension
- Students are to be responsible for bringing all needed materials.
- Students will be given a work schedule to structure their day.
- Students are to complete all assignments given to them by their teachers.
- Students may be required to complete a suspension-learning packet, which will be related to the offense for which they were assigned in-school suspension, or the student may be required to complete a think sheet.
- An in-school suspension day begins at 8:00 a.m. and concludes at 3:24 p.m.

Grounds for Emergency Exclusion (Policy 6031)
Any student may be excluded from school in the following circumstances subject to the procedural provisions governing short term suspension found elsewhere in these policies or state law -

1. 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
2. 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 that prompted the exclusion.

Extension of Exclusion
In the event it is appropriate to consider the extension of an emergency exclusion (exclusion) of a student for more than five school days. Pursuant to the Student Discipline Act, the principal has the authority to exclude a student from school for five school days on an emergency basis. If the superintendent or superintendent's designee determines that it is appropriate to consider the extension of an exclusion beyond five days, such consideration shall be considered according to the procedures set forth below.

Notification of Student's Parent(s) or Guardian(s)
The superintendent or the superintendent's designee shall notify the student's parent(s) or guardian(s) that the principal has proposed the extension of the exclusion. If the initial notice is oral, the superintendent shall confirm it in writing.

Opportunity to Request a Hearing
The student's parent(s) or guardian(s) may submit an oral request for a hearing on the proposed extension of the exclusion within two school days of receiving the initial notice. If the initial request for a hearing is oral, they shall confirm the request in writing.

Failure to Request a Hearing
If the parent(s) or guardian(s) do not request a hearing within two school days of receiving oral or written notice, the proposed extension of the exclusion shall automatically go into effect.

Appointment and Qualifications of a Hearing Examiner
If the parent(s) or guardian(s) request a hearing, the superintendent shall appoint a hearing examiner upon receiving a request for a hearing. The hearing examiner may be any person who did not bring charges against the student, is not to be a witness at the hearing, and has no involvement in the charge.

Hearing Examiner's Notice to Parent(s) or Guardian(s)
The hearing examiner shall promptly give written notice of the time, date and place of the hearing. The hearing will be held within five school days after the school district receives the initial oral or written request; provided, the hearing may be held more than five school days after receipt of the request upon a showing of good cause. No hearing will be held on less than two (2) school days' notice unless otherwise agreed to by the student's parent(s) or guardian(s) and school officials.

Continued Exclusion
If a hearing is requested, the principal may determine in his or her sole discretion that the student shall remain excluded from school until the hearing officer makes a recommendation to the superintendent.

Examination of Student's Records and Affidavits
Prior to the hearing, the student and his/her parent(s) or guardian(s) shall have the right to examine and have school officials explain the student's records and any affidavits that will be used by school officials at the hearing.

Attendance at Hearing
The hearing may be attended by the hearing examiner, the principal (or designee), the student, and the student's parents or guardian(s). The student may be represented at this hearing by a representative of the family's choice.

Student's Witness(es)
The student and his/her parent(s) or guardian(s) may ask any person with knowledge of the events leading up to the sanction or with general knowledge of the student's character to testify on behalf of the student. If school personnel or other students are requested to testify by the student's parent(s) or guardian(s), the hearing officer shall endeavor to help obtain the presence of such witnesses at the hearing.

Right to Know Issues and Nature of Testimony
The student and his/her parent(s) or guardian(s) have the right to request in advance of the hearing the issues which the administration will propose in support of the extension, and the general nature of the testimony of any administrative or expert witnesses.

Presence of Student and Witnesses at the Hearing

The student and witnesses may be excluded at the discretion of the hearing examiner in accordance with state statutes. The student may speak in his/her own defense and may be questioned on such testimony, but may choose not to testify.

Sworn or Affirmed Testimony
The principal or his or her designee shall present evidence supporting the recommended extension of the exclusion. Witnesses will give testimony under oath of affirmation, and may be questioned.

Hearing Examiner's Report and Recommendations
The hearing examiner shall prepare a report of his or her findings and recommendations, and forward the report to the superintendent.

Superintendent's Decision
The superintendent will review the hearing examiner's report and determine whether to extend the exclusion. He or she shall have the decision delivered or sent by registered or certified mail to the student, student's parent(s), or guardian(s). If the superintendent decides to extend the exclusion, the extension will take effect immediately.

District Drug Policy
The School District of Ralston is concerned about the academic growth and the personal welfare of every person associated with the schools. The misuse of alcohol, marijuana, or other chemicals can seriously interfere with one's health. This is essentially true of the teenager since adolescence is a period of rapid change and important personality integration. The inappropriate use of alcohol and other chemicals can not only hinder academic achievement but also affect physical health and even block personal growth.

It shall be the policy of the School District of Ralston to take positive action through education, counseling, parental involvement, medical referral, and police referral in the handling of incidents in the school involving the possession, sale, and/or use of behavior affecting substances. These substances shall include, but are not limited to, marijuana, LSD, glue, alcohol, barbiturates, and other controlled chemical substances.

Inspection of school district property for the location of drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable purposes for such inspection by school personnel.

Drug and Chemical Use
When a student is found using, possessing, or under the influence of alcohol, marijuana, drug paraphernalia, or other illegal drugs, the following disciplinary actions will be taken -

1. The police will be contacted in all cases of possession of suspected illegal drugs and/or alcoholic beverages.
2. The student will be suspended from school for up to five days pending recommendation from the his/her parent(s) to meet with the administration of Ralston Middle School. Additional disciplinary action may be invoked if the student participates in extra-curricular activities or athletics.
3. Repeat occurrences of illegal drug or alcohol abuse will lead to expulsion proceedings.

Use of Tobacco Products
The use or possession of any tobacco product, including the use of vapor products, alternative nicotine products, or any other such look-alike product, is not permitted on school property at any time.

Interrogation and Searches (Policy 5022)

Investigations and Arrests by Police or Other Law Enforcement Officers Police or other law enforcement officers may be called to the school at the request of school administration, or may initiate contact with the school in connection with a criminal investigation. The school district shall not allow law enforcement officers access to students to conduct an investigation during school hours unless the officers are investigating charges that the student has been the victim of abuse or neglect. Contact between the school and law enforcement authorities on matters involving students shall be made through the office of the superintendent or principal and the law enforcement officer.

Law enforcement officers may talk to a student away from the school before or after school hours, and they should be encouraged to do so. Law enforcement officers shall be allowed to conduct an interview at the school only when the interview is conducted at the request of the school or when they can show that special circumstances exist. This determination should be made by the appropriate building principal or superintendent. Law enforcement officers should be permitted to interview students on school grounds only after providing the superintendent or appropriate building principal with a statement in writing that the law enforcement officer has reason to believe and does believe that the student is the victim of child abuse or neglect perpetrated by the child's parent(s) or some other member of the child's immediate family or household, and that the law enforcement official wishes to interview the student regarding such abuse or neglect.

Throughout this process, all attempts should be made to avoid embarrassing the student before his or her teachers and peers, and to avoid disrupting the student's and school's education program.

1. Law enforcement officers should be permitted to take custody of a student if they possess an arrest warrant or if they otherwise assert a lawful basis for doing so. Whenever possible, the arrest or release of the student should be conducted in the building principal's office and out of the view of other students. When a principal or other school official releases a minor student to a law enforcement officer for the purpose of removing the minor from the school premises, he or she shall take immediate steps to notify the parent, guardian, or other responsible adult regarding the release of the minor to the officer and 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. If the law enforcement officer indicates that the child is being taken into custody because the child is the victim of suspected child abuse, the principal or other school official shall, as a condition of releasing the student to the law enforcement officer, require the officer to sign the statement appended hereto certifying that the child is being removed from school premises because he or she is believed to be the victim of child abuse and that the officer understands and will comply with the legal requirements of NEB. REV. STAT. § 79294.
2. Law enforcement personnel shall not be allowed to roam about the school until the student is found, and shall remain in the administration office while school personnel seek the student. A district employed SRO may move about the building as needed.
3. If possible, the education program of the student should not be disrupted to allow for police questioning of the student during class time.
4. Any questioning by law enforcement officers that is permitted should be conducted in a private room or area where confidentiality can be maintained. This should be an area removed from observation by or contact with other pupils and school personnel.
5. If law enforcement officers are to be allowed to question a student under the age of 18, the principal or school official shall make a reasonable attempt to notify the child's parents before questioning begins, except in cases of suspected child abuse or child neglect involving the parent or other family member. The parents should be given the opportunity to come to the school prior to the questioning.
6. If the parents are notified and are able to attend, they should be allowed to be present at the interview. The principal or designee should be present at the interview, but should not take part in any questioning. The principal or designee should remain a neutral observer at all times.

7. School representatives may search lockers, personal belongings, and cars that students drive to school when there is reasonable cause to do so. This includes, but is not limited to, clothes, book bags, purses, books, and gym bags.
8. The district superintendent or designee may authorize the use of trained sniffer dogs for detection of illegal drugs, explosives and/or contraband at any time.
9. The district superintendent or designee may authorize the use of preliminary breath tests (or alcohol sensors) on school property.

Use of Sniffer Dogs (Policy 3045)

The board of education finds that the possession of illegal drugs and other contraband on school grounds is unlawful, is disruptive of the educational process, is harmful to students and staff, and is contrary to the interests of the school district. Accordingly, to minimize the presence of these items on school grounds, the administration is authorized to use sniffer dogs according to the protocol set forth in this policy.

Protocol for Use of Sniffer Dogs

1. The superintendent, or the building principal with the superintendent's permission, may initiate the use of specially trained sniffer dogs to conduct an inspection.
2. The administration will contact the canine provider and/or the appropriate law enforcement agency to schedule the use of a sniffer dog or dogs. The administration shall require an assurance from the provider that any sniffer dogs to be used in the school have been properly trained, and may request evidence of the training and/or certification of the dogs. In no event will the school district authorize a sniffer dog to sniff any person.
3. The superintendent or if designated by the superintendent, the building principal, and law enforcement representatives or canine provider will confer regarding the specific plan of areas to be inspected. The plan may involve any or all school building facilities, vehicles in the school parking lot, or other areas where student and staff vehicles are parked on school property during or after school hours.
4. If the inspection is scheduled for a day when school is in session, students and staff will be informed over the public address system, and will be directed to remain in their rooms until given further directions.
5. During the inspection, administrators may assign personnel to designated areas as deemed appropriate to assist in the smooth handling of the inspection.
6. After the inspection is finished, students and staff will be notified over the public address system, and will be thanked for their cooperation.
7. If the sniffer dog alerts, the alert will constitute reasonable cause for the administration to conduct a search of the property. If the sniffer dog alerts on a vehicle on school grounds, the owner will be required to unlock the vehicle doors and trunk for further inspection of the interior of the vehicle. If the owner refuses to unlock the vehicle, the matter will be turned over to law enforcement authorities. The owner will be subject to disciplinary action as specified in board policy and/or the student or staff handbook or as otherwise allowed by law. This may include discipline for the refusal to obey an administrative directive.
8. Any illegal drugs or contraband found on school grounds, whether in a desk, locker, vehicle, or any other place on school grounds, will be confiscated and turned over to law enforcement authorities. A student's parents will be contacted. The individual will be subject to disciplinary action as specified in board policy and/or the student or staff handbook or as otherwise allowed by law.
9. At the conclusion of the inspection, school officials will confer with the canine provider and/or any law enforcement authorities who were involved in the inspection to review the results of the inspection. The administration may authorize any follow-up inspections or other action deemed appropriate.

Notice to students and staff

Students and staff shall be informed of the District's policy regarding the use of sniffer dogs as soon as practicable after the adoption of this policy. Thereafter, students and staff shall be informed of the policy at the beginning of the school year. By this policy and/or via the provision in the student or staff handbook, students and staff are specifically notified that:

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

Firearms and Weapons (Policy 5049)

Weapons

No student may possess, handle, or transmit any weapon while on school grounds or at any school activity or event off school grounds except as permitted by this policy. No visitor under the age of 18 may possess, handle, or transmit any weapon while on school grounds or at any school activity or event off school grounds except as permitted by this policy. ***Definition of Weapon.*** The term "weapon" means any object, device, instrument, material, or substance which is capable of causing injury in the manner it is used or intended to be used.

Firearms

No person may bring, possess, handle or transmit a firearm on school grounds, in a school owned vehicle, or at a school activity or event off school grounds, except as permitted by this policy. ***Definition of Firearm:*** The term "firearm, as defined in 18 U.S.C. 921, means 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, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, or any destructive device (excluding an antique firearm).

Exceptions Regarding Firearms

The prohibition against firearms does not apply to:

1. The issuance of firearms to or possession by members of the armed forces of the United States, active or reserve, National Guard of this State, or Reserve Officers Training Corps or peace officers or other duly authorized law enforcement officers when on duty or training; or
2. Firearms that may lawfully be possessed by a person who is receiving instruction at the school under the immediate supervision of an adult instructor;
3. Firearms which may lawfully be possessed by a person for the purpose of using them, with the approval of the school, in a historical reenactment, in a hunter education program, or as part of an honor guard;
4. Firearms contained within a private vehicle ***operated by a nonstudent adult*** that are not loaded ***and*** are encased or are in a locked firearm rack that is on a motor vehicle; or
5. A handgun carried as a concealed handgun by nonstudent adult who holds a valid permit issued under the Concealed Handgun Permit Act in a vehicle or on his or her person while riding in or on a vehicle into or onto any parking area, which is open to the public and used by the school if, prior to exiting the vehicle, the handgun is locked inside the glove box, trunk, or other compartment of the vehicle, a storage box securely attached to the vehicle, or, if the vehicle is a motorcycle, a hardened compartment securely attached to the motorcycle while the vehicle is in or on such parking area, except as prohibited by federal law.

Definition of Encased: The term “encased” means enclosed in a case that is expressly made for the purpose of containing a firearm and that is completely zipped, snapped, buckled, tied, or otherwise fastened with no part of the firearm exposed.

Exceptions for Students

The only exceptions for a student to bring or possess a weapon, including a firearm, are as follows -

1. The firearm or weapon has been brought to school grounds or to an activity or event off school grounds for some educational purpose;
2. The person bringing the firearm or weapon has requested and received the prior approval of both the instructor and the building principal to do so; and
3. All arrangements to use and store the firearm or weapon safely while it is on school premises have been agreed to and carried out.

Consequences - Firearm

Any student who brings a firearm, as that term is defined in 18 United States Code 921, to school will be expelled from school for one calendar year. The superintendent of schools and the board of education shall have the authority to modify the expulsion requirement on a case-by-case basis.

Consequences – Weapon

State law and this policy provide that any student who violates this policy by knowingly bringing, possessing, handling or transmitting a weapon, other than a firearm, on school grounds, in a school owned vehicle, or at a school activity or event off school grounds may be suspended on a long-term basis, mandatorily reassigned, or expelled for the remainder of the school year in which the expulsion takes effect (if the misconduct occurs during the first semester) or the remainder of the second semester, summer school, and the first semester of the following school year (if the misconduct occurs during the second semester).

Confiscation of Firearms

Administrative and teaching personnel are statutorily authorized, without a warrant, to confiscate any firearm possessed in violation of this policy. By statute, any firearm that is confiscated by school personnel shall be delivered to a peace officer as soon as practicable. Such firearms are subject to being destroyed by law enforcement authorities.

Report to Law Enforcement Authorities

All school personnel are required to report any violation of this policy to a principal or the superintendent of schools. Pursuant to state and federal law, school personnel are required to report to law enforcement authorities when a student brings a firearm or weapon to school.

Visitors

When school is in session, all visitors are required to check in at the school office and obtain a visitor's pass or permission before proceeding to any area of the building. Staff members should notify the office if an unauthorized person is seen in the building or should refer to the office anyone who has not received authorization to be in the school. For the safety and learning environment of students and staff, all visitors must follow building visitation guidelines and procedures.

Parents/Guardians

Parents or guardians are always welcome in the building, but need to check in at the office at the time of arrival. If parents or guardians wish to visit a class or visit with a teacher, a call would be appreciated the preceding day so that appropriate arrangements can be made.

Student Guests
If a student wishes to bring a guest to school, a parent or guardian must call the office and make arrangements the day before the planned visit. A student must secure a student visitor permission form from the attendance secretary the day before a visit. Upon arrival, the guest MUST report to the office and secure a visitor pass, which will entitle the guest to the courtesies of the school. The school district discourages the following visitors -

- Younger brothers and sisters.
- Boyfriends or girlfriends.
- Students from neighboring school districts not in session.
- Former students who have left the district, except after normal student hours of attendance.

Sales Representatives
Any agent or business representative calling on the school or personnel regarding school matters, such as textbooks, school publications, class insignias, athletic equipment, school supplies, equipment, building and custodial supplies, fundraising, etc. shall first obtain the permission of the principal or designee. A teacher shall not interrupt instruction time to confer with such representatives.

Health Services at School (Policy 5023)
A school nurse or health aide is available for you at all times during the school day. If a student is not feeling well during school hours, he/she should -

1. Tell the teacher and obtain a pass to the health office. Have your assignment notebook signed, and check into the Health office. You must have a pass to the Health Office. Please do not go to the Health Office during passing periods.
2. If the physical condition indicates that the student should leave school, the health assistant will contact the parents. Students are not to leave the building without following this procedure.
3. In case of serious accident or injury requiring immediate medical attention, First Aid measures will be administered and the Ralston Rescue Squad will be called.

Health Concerns
Keep the school nurse or health aide informed of any health concerns or changes in your health status. If you need to notify your parents about a health concern, please do so from the Health Office, not the classroom.

Parents may call the Ralston Middle School Health Office at any time with questions or concerns at 402-331-4701.

Administering Medication to Students (Policy 5024)
Whenever possible, parents should arrange medication schedules to eliminate the need for giving medication during school hours. When it is necessary for school personnel to administer medication to students, the school district will comply with the Nebraska Medication Aide Act, the requirements of Title 92, Nebraska Administrative Code, Chapter 59, (promulgated by the Nebraska Department of Education and entitled Methods of Competency Assessment of School Staff Who Administer Medication), and all state and federal regulations. Parents and guardians who wish to have their child receive medication from school personnel must comply with the following procedures:

1. Prescription medication

a. Parents/guardians must provide a physician's written authorization for the administration of the medication.
b. Parents/guardians must provide their own written permission for the administration of the medication.
c. The medication must be brought to school in the prescription container and must be properly labeled with the student's name, the physician's name, and directions for administering the medication.

2. Nonprescription medication Parents/guardians must provide a physician's written authorization for the administration of the medication.
    a. Parents/guardians must provide their own written permission for the administration of the medication.
    b. The medication must be brought to the school in the manufacturer's container.
    c. The container must be labeled with the child's name and with directions for provision or administration of the medication.

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

Summary of Common Communicable Diseases and Contagious Conditions

Chicken Pox - By direct contact and airborne spread. Approximately 2 weeks, but may be as long as 3 weeks after exposure a susceptible person may be expected to "break out" with their first crop of blister-like eruptions. New eruptions can be expected to continue for 3-4 days. Students will be excluded from school for 10 calendar days, starting from the time of the first
eruption. They may be readmitted after 7 calendar days, starting from the time of the first eruption, with a doctor's written permission. Due to degree of severity, the student may stay out of school longer.

Students may be sensitive to their appearance even when they are no longer contagious, causing their absence to be longer than 10 calendar days. Secondary infections after apparent recovery may occur. Cellulites (skin disorder) and Bacterium (blood poisoning) are the most common kinds of secondary infections. Complications as described below with measles may also occur.

Measles (Rubella, Red or Hard Measles) **-** By direct contact, droplet spread and less commonly by airborne spread. Approximately 10 days after exposure a susceptible person may develop a fever. Within 2-3 days a red blotchy rash will develop, usually starting on the face and neck and becoming generalized. A dry, hacking cough will develop at the same time. This is a serious disease. Students are excluded from school until the 7th day after the initial appearance of the rash. Parents should be cautioned not to send children back to school too soon as complications such as ear infections leading to hearing loss, decreased vision acuity, pneumonia, and encephalitis are not uncommon.

Mumps - By direct contact and droplet spread. Approximately 18 days after exposure a susceptible person may develop a fever and swelling or tenderness of one or more salivary glands. Students are excluded from school for 9 calendar days from the onset of swelling; complications may occur as above plus some including reproductive organs.

Rubella - By direct contact and droplet spread may be airborne. (German or 3-day Measles)

Approximately 18 days after exposure a susceptible person may suffer from a low-grade fever, headache, and feeling sluggish and cold-like symptoms. Most victims will manifest a rash. Diagnosis may be difficult if a rash is not present. Students should be excluded for 5 calendar days after onset of rash. This disease is highly contagious, but usually mild.

Impetigo, Scabies and Ringworm - To be excluded from school upon recognition. To be readmitted when there is no longer evidence of contagion, or upon written statement from physician or phone call from doctor's office indicating that the condition is under treatment and no longer considered contagious.

Pediculosis (Head lice) **-** To be excluded from school when live vermin and/or nit (eggs) are present. To be readmitted morning after treatment is started. Treatment consists of lice shampoo and nit comb. Eggs must be removed prior to child returning to school. The nurse may inspect all family members and close contacts that attend school.

Pinkeye - To be excluded from school upon recognition. May return with written doctor's statement or phone call from doctor's office after prescribed treatment or when the eye is normal in appearance.

Fifth Disease - To be excluded upon recognition. May return with written doctor's statement or phone call from doctor's office. Characteristically begins on the face and classically produces an intensely red "slapped cheek" appearance. A lace-like rash may appear on the trunk and upper extremities.

Physical Examinations (Policy 5011)
All students entering seventh grade and any students new to our state need to have physical examinations **prior to the first day of school**. **This is a state law.**

Nebraska Immunization Requirements (NE SCHOOL LAW 79.444-01-08)

- 3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th 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.
- 1 dose of Tdap (must contain Pertussis booster) – this dose can be received any time after 10 or 11 years of age depending on which brand of vaccine is received. (7th grade only)

PLEASE NOTE THAT TWO DOSES OF THE CHICKENPOX VACCINE IS A NEW IMMUNIZATION REQUIREMENT UNDER NEBRASKA STATE LAW REQUIRED FOR ALL STUDENTS IN THE STATE OF NEBRASKA. IN ADDITION, ALL 7TH GRADERS ARE REQUIRED TO HAVE AN ADDITIONAL DOSE OF Tdap

Service Animals (Policy 3046)
Animals are not allowed in school district buildings or on school district property without the written permission of the superintendent except as provided in this policy.

The school district does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. An individual with a disability is permitted to be accompanied by his/her service animal on school property when required by law, subject to the conditions of this policy.

Service Animal. A "service animal" is a dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Work or tasks ***do not*** include the crime deterrent effects of an animal´s presence and the provision of emotional support, well-being, comfort, or companionship. The work or tasks performed by a service animal must be directly related to the handler's disability or necessary to mitigate a disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. ***See also***, Miniature Horses below.

School District Inquiries. School officials ***may*** ask the owner or handler of an animal whether the animal is required because of a disability and what work or task the animal has been trained to do ***unless*** the answers to these inquiries are readily apparent. School officials ***may not*** ask about the nature or extent of a person's disability and may not require documentary proof of certification or licensing as a service animal.

Procedural Requirements. The following requirements must be satisfied ***before*** a service animal will be allowed in school buildings or on school grounds:

Request. A person who wants to be accompanied by his/her service animal must submit a written request form to a principal or superintendent. The request form is attached to this policy. These requests must be renewed each school year or whenever a different service animal will be used.

Health and Vaccination. The service animal must be in good health and immunized against diseases common to that type of animal. The owner or handler of the animal must submit proof of current licensure from the local licensing authority and proof of the service animal's current vaccinations and immunizations from a licensed veterinarian.

Service animals will not be allowed in school buildings or other school property until the school has approved the request.

Control. A service animal must be under the control of its handler at all times. The service animal must have a harness, backpack, vest identifying the dog as a trained service dog, leash, or other tether. If the handler is unable to use a harness, backpack, vest, leash, or other tether, because of a disability or the use of a harness, backpack, vest, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, the use of these items is not required. However, the service animal must be otherwise under the handler's control.

Exclusion or Removal from School. A service animal may be excluded from school property and buildings if a school administrator determines that:

1. A handler does not have control of the service animal;
2. The service animal is not housebroken;
3. The service animal presents a direct and immediate threat to others in the school; or
4. The animal's presence fundamentally alters the nature of the service, program, or activity.

The handler or the student's parent or guardian shall be required to remove the service animal from school premises immediately upon such a determination. If the service animal is removed, the individual with a disability shall be provided with the opportunity to participate in the service, program, or activity without the service animal.

Allergic Reactions. If any student or school employee assigned to a classroom or mode of transportation in which a service animal is permitted suffers an allergic reaction to the service animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by an administrator. The school will arrange a meeting between school personnel, the individual with the disability, and the parents or guardian(s) of the person with the disability if that person is a student to develop an alternate plan.

Supervision and Care of Service Animals. The owner or handler of a service animal is solely responsible for the supervision and care of the animal, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The student's parent or guardian is responsible for providing for the supervision and the care of the animal in the event that his or her student is not able to do so. The school district is not responsible for providing any care, supervision, or assistance for a service animal.

Extra Charges. The owner or handler of a service animal will not be required to pay an admission fee or a charge for the animal to attend events for which a fee is charged.

Damage to School Property and Injuries. The owner or handler of a service animal is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the animal.

Miniature Horses. Requests to permit the use of a miniature horse by an individual with a disability will be addressed on a case-by-case basis by considering the following factors:

1. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
2. Whether the handler has sufficient control of the miniature horse;
3. Whether the miniature horse is housebroken; and
4. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

All additional requirements outlined in this policy, which apply to service animals, shall apply to miniature horses.

Service Animal in Training. This policy shall also be applicable to service animals in training that are accompanied by a bona fide trainer.

Denial of Access and Grievance. If a school official denies a request for access of a service animal, the disabled individual or parent or guardian can file a written grievance with the school's Section 504 Coordinator.

Breakfast and Lunch (Policy 5038)

Students will have the option of paying with cash or with an account number. Each student can put any amount of money into his or her account. Payments to lunch accounts can now be made online on the district website, as well. The student will choose their breakfast and/or lunch and enter their account number. If the meal cost more than the account has in it, the student must pay the remaining amount with cash. The cost of school breakfast is $1.95 and lunch is $2.65.

General Information

- You may bring or purchase your breakfast or lunch.
- Parents may wish to assure their child of a well balanced diet. If this is the case you can have your child's card coded. This code will alert the lunch help, and only a balanced meal can be purchased.
- We have an automated system for students to use in purchasing their breakfast or lunch.

- Federal School Food Service guidelines do not permit bringing food into the building for groups of students at serving time.
- Students who received free or reduced meals last year will qualify automatically the first week. However, the parents of those students must fill out a new application form and return it to the office in order to continue receiving free or reduced meals.
- All students will be given application forms and guidelines. Students will be notified if they are eligible.

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, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

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 responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or 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 discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint 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.

USDA is an equal opportunity provider, employer, and lender.

Ralston Middle School Fee List (Fees page will be updated after July 24, 2017 Board of Education Meeting) (Policy 5045)

Fees assessed

- Participation fee for extracurricular activities: $20
- Breakfast Prices: $1.95, Reduced Breakfast: $0.30
- Lunch Prices: $2.80, Reduced Lunch: $0.40
- Milk, 8 oz.: $0.50 Orange Juice, 4 oz.: $0.50
- Lost/Damaged assignment notebook: $4.00
- Lost/Damaged library and/or classroom textbook: replacement cost
- Lost/Damaged clothing/equipment: replacement cost

Required clothing for PE and extracurricular activities

- Gym shorts and cotton t-shirts (Ralston Middle School offers RMS shorts ($10) and RMS shirts ($10) which are available in the office, but not required)
- Rubber soled athletic shoes
- Towel
- Undergarments and socks (appropriate for the activity)
- Select vocal music group attire: $185 (maximum)

Optional items available for purchase

- Ralston High School Activity Ticket: $40
- Extracurricular activities travel fee: not to exceed $500 per event
- Extracurricular activities admission: maximum $5.00 per event
- Physicals for 8th grade sports: $50
- Ralston Middle School Yearbook: $40
- Student Picture Package: $15 - $20
- Printed Clothing: varies by item
- Paperback books for personal ownership

Donations / Fundraising

- Family Consumer Science for food and take home materials used in class: $15
- Industrial Technology for take home materials used in class: $15
- Art Supplies: $15
- Others as approved by Superintendent or Building Administrator

Summary of Parent and Student Handbook changes for 2018-2019
(The table of contents page will be updated after Board approval)

Cover Page: date changed
Page 2: Counselors names and Dr WIlken's name and position added
Page 7: Year updated on Principal's letter
Page 16: Change in language from "email and voice notifications" to "communications"
Page 27: Dress code clarified
Page 37: Suspensions for activities was removed as the activities handbook is embedded in the regular handbook and there is no need for it on this page (in addition the suspension rules have changed)
Page 37: Added another reason that would not be allowed in order to change a student's schedule (drop a semester/year long course prior to completion)
Page 38: Added the words "and academics" to sentence describing requirements for students to qualify for Outdoor Ed counseling
Page 40: Updated the list of a clubs and activities
Page 42: Updated dates in the NSAA eligibility rules to match the current year and next year.
Page 43: Added a sentence indicating that activities not sanctioned by the NSAA may participate in the blue card expectations.
Pages 48-50: Clarifies the rules for suspension from activities due to alcohol and/or drug use.
Page 54: Adds Activities Students of the Year to the Wall of Fame awards.

Staff Handbook Summary of changes and updates for 2018-2019
(Table of contents will be updated once changes are approved)

1. Added Dr. Wilken to staff page
2. Page 4; Removed administrator, guidance and secretary responsibilities page from book. This information is available to staff in the 411, and has the potential to change throughout the year. The 411 is kept current and is a resource for staff.
3. Removed Vision statement and stewardship pledge; information is found elsewhere. (pages 5/6).
4. Removed paragraph regarding activity meetings, practices and rehearsals on page 7.
5. Page 10; updated Theatre guidelines to add Mr. Uhrmacher as a contact person for equipment needs. Changed verbage for scenery storage.
6. Page 11; updated job title to Director of Secondary Education
7. Page 15; updated job title to Director of Secondary Education
8. Page 16; updated wording from flip-book to binders
9. Page 19; added section under "Field Trips" advising teachers to avoid Mondays and Fridays whenever possible.
10. Page 27/28; added protocol for getting work to suspended students.
11. Page 29; updated job title to Director of External Relations
12. Page 30; updated to reflect the implementation of the 411

13. 31; updated “student passes” to omit any mention of student planners as they are no longer utilized.
14. 33; removed section about staff websites
15. 33; removed student fees list (content is available elsewhere)

Ralston High School

2018-2019

Student and Family Information Handbook

8969 Park Drive
Ralston, NE 68127-3600
Phone: 402-331-7373
Fax: 402-898-3511

http://rhs.ralstonschools.org/

School Handbooks are based on Board of Education Policies

Ralston PUBLIC SCHOOLS

District #54
Ralston, Nebraska

BOARD OF EDUCATION

Linda Richards
Tresha Rodgers
Deb Gerch
Dr. Jay Irwin
Mike Overkamp
Heather Johnson

DISTRICT ADMINISTRATORS

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Dr. Michael Rupprecht, Executive Director for Human Resources
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Dr. Tiffanie Welte, Director of Secondary Education
Mrs. Cecilia Wilken, Director of Elementary Education
Mrs. Diane Meyer, Director of Suburban Schools / Metro Regional Program

RALSTON HIGH SCHOOL ADMINISTRATION

Mrs. Jesse Tvrdy, Principal
Mr. Joseph Kilzer, Assistant Principal
Mr. Ryan Pivonka, Assistant Principal
Mr. Mike Smith, Assistant Principal / Athletic & Activities Director
Mr. Landon Blanchard, Dean of Students

RALSTON HIGH SCHOOL COUNSELORS

Mr. Michael Burling, A-G
Mrs. Jesika Maly, H-P
Mrs. Stacy Athow, Q-Z; Department Chair
Dr. Joshua Wilken, Career Education Coordinator / ELL Coordinator

Administrative Offices	8545 Park Drive Ralston, NE 68127 402-331-4700 www.ralstonschools.org
Ralston High School	8969 Park Drive Ralston, NE 68127-3600 402-331-7373 Rhs.ralstonschools.org
	RHS Calendar/Athletic/Activity schedules: www.rivercitiesconference.org
	Attendance Office 402-763-4100 (voicemail available 24 hours)

RALSTON HIGH SCHOOL

STUDENT-FAMILY HANDBOOK

TABLE OF CONTENTS PAGE

Absence and Activity Participation 39
Absence, Reporting 14
Absenteeism / Truancy, Excessive 12
Academic Achievement and Graduation 10
Academic "Blue Card" Policy, Athletics / Activities 36-37
Academic Honors and Letters 12
Academic Progress 10
Accident Insurance 47
Activities, Schedule/Event Conflicts 39
Activities & Athletics 34
Activity Tickets 35
AHERA Notification 53-54
Alcohol / Drug Products, Athletics / Activities 41
Alcohol / Drug Products, Student Use or Possession 32
Animals on School Grounds 15
Announcements, student 15
Anti-Bullying Prevention and Positive Student Behavior 53
Athletic and Activity Offerings 34
Athletic Awards 44-45
Athletic Participation 35
Attendance, Athletics/Activities 38
Attendance Classifications 13
Attendance Expectations and Procedures 12-14
Automated Phone Messages 15
Backpacks / Drawstring Bags 15
Behavior in School, Athletics/Activities 39
Bell Schedule 16-17
Building Hours / Door Access 15
Bullying 26
Class Rank 12
Closed Campus 16

Code of Conduct	37-39
College & Career Center	17
Commencement	17
Communication Protocol, Athletic / Activities	43-44
Compulsory / Required Attendance	12
Computer Lab Regulations and Procedures	30
Concussion Awareness	45-47
Dances, School	23-24
Demerits / Merits	24
Detention, Skipped	14
Discipline, Off-Campus	23
Discipline, Student	17-18
Dress Code	24
Dress Code-Athletic / Activities	40
Due Process-Athletics / Activities	42
Electronic Devices	25
Emergency Exclusion	18, 21-23
Equipment and Uniforms	43
Extracurricular Events, Behavior	37
Expedited Appeals and Procedures	47
Facility Usage / Athletic Lockers	42
Fee Schedule	52-53
FERPA Notification	56-57
Fighting	25
Fire and Disaster Drills	25
Fireworks, etc.	25
Food & Drink	25
Fundraising / Candy Sales	25
General Expectations and Procedures	14
Grading System and Reports	11
Grade Point Average/Mark Point Average	11
Graduation Requirements	10
Hall Regulations	25
Harassment	25
Hazing, Bullying, Assault - Athletic / Activities	36
Health Services and Regulations	26

Homeless Children and Youth 52
History of Ralston High School 8
Homeroom 26
Honors, Academic 12
Identification Cards 26
Inclement Weather-Athletics/Activities 40
Internet & E-mail guidelines 26
Interrogations and Searches 45
Insurance-Athletics / Activities 40
Leaving school during the day 28
Library / Media Center / Computer Lab 30
Lockers 28
Lunch 28
Make-up Work Due to Absence 29
Make-up Work Due to Suspension 29
Media Center Regulations and Procedures 29
Medication Policy 30
Misc. Rights and Responsibilities 45
National Honor Society 30
NCAA Clearinghouse 41
Nondiscrimination, Notice of 8
Parent / Guardian Involvement in Educational Practices 45
Parking 30
Personal Property, students 30
Physical Education, medical excuses 30
Plagiarism 31
Posters, Signs, and Publications 31
Protection of Student Rights 52
R-KIDS 31
Risk of Injury Warning 35
Release Privileges 16
Schedule Change/Withdrawal from Class 32
Senior Honors and Recognition 12
Sixth Grade Outdoor Education Counselor 31
Social Media, Athletics/Activities 38
Spectators, Expectations of 40

Staff Qualifications 52
Student Discipline 17
Student Eligibility, Athletics and Activities 34
Student Fees, Fines, Charges 47
Study Halls 32
Social Media, Athletics / Activities 38
Tardy Procedures 14
Team Pictures 37
Team Selection 39
Telephones 32
Theft 32
Tobacco, Athletics and Activities 38
Tobacco, Student Possession or Use 31
Transfer or Withdrawal from School 32
Transportation-Athletics / Activities 40
Vending Machines 32
Visitors to School 47
Weapons and Firearms 32

District 54

RALSTON HIGH SCHOOL

"Achieving Excellence as a Community of Learners"

8969 Park Drive • Ralston NE 68127 • 402.331.7373 • Fax 402.898.3511 • rhs.ralstonschools.org

Jesse Tvrdy, MS, Principal
Joseph Kilzer, MA, Assistant Principal
Ryan Pivonka, MS, Assistant Principal
Mike Smith, MA, Assistant Principal/AD

Landon Blanchard, MA, Dean of Students

Dear Ralston High School Students:

Welcome to the 2018-2019 school year at Ralston High School! The faculty and I are excited for another school year, which will be filled with memories that will last a lifetime. Ralston High School is one of the finest high schools in the state of Nebraska and in the United States. This has not happened by accident, but has transpired through the combined efforts of the dedicated staff, the community, the school board, and most important of all, an outstanding student body.

Over the past years, students have excelled in every area of our school program. Ralston High School has a strong tradition of excellence in academics, athletics, fine arts, and activities. As a student, you are a part of this fine institution and I encourage you to become active in co-curricular activities. By your continued hard work and pride in Ralston High School, the traditions of excellence in education, both in academics and activities, will be the rule and not the exception.

All students have the right to learn in the best possible learning atmosphere available, and this is the goal we aim for everyday. In order to provide the best school climate possible, certain rules and regulations are necessary. You will find the rules and regulations are reasonable, fair, and for the benefit of all students. Ralston High School is committed to providing every student the opportunity to reach his or her potential in a respectful and safe environment.

Feel free to stop by the high school offices at any time to address questions or concerns you may have, or just to say "hello." We would like to have the opportunity to get to know each of you. You are the reason we are here and it is our priority for each individual student to succeed at Ralston High School in each endeavor you choose to take on.

We are proud of our past and excited about our future. The future is in you! Be excited and become involved here at Ralston High School. It is my sincere hope that you will be successful at Ralston High School, both academically and in all those activities you choose.

Sincerely,

Jesse Tvrdy
Principal

Ralston's School Song

Hail, Ralston High!

Red, White and Blue, We're loyal to you

Our banners fly!

Onward to victory,

Making Rams' history.

So fight, Ralston, win

We know you can do it, so let's get to it

And let's begin

Onward to victory

Ralston High School—Go! Fight! Win!

HISTORY OF RHS

High school in Ralston had its beginning in September of 1953, with an enrollment of 110 students in grades 9-12 and a faculty of nine members. Because the building was not yet completed, seven classes were held in the Maywood Elementary School until midway through the first year. Dedication of the former high school, located at 82nd and Lakeview, was held on February 28, 1954. At that time, only the first floor of the west wing and the gymnasium were completed. The former high school now serves as Ralston Middle School. In 1968 the high school moved to its present location at 90th & Park Drive. The first senior class of 1954 had a membership of 16. Current enrollment is approximately 1000. Renovation construction began in 2002 and finished in 2005 on the latest renovation project.

Board of Education policies can be accessed at the school building office and on the district website: www.ralstonschools.org.

The school district's handbooks are intended to convey information and explain school regulations and procedures that are necessary for the school to run smoothly and efficiently. Although the board of education may take action to approve the handbooks annually, the administration has the authority to change the contents of any handbook so long as the changes are consistent with board policy.

None of the district's handbooks create a "contract" between the school district, staff members, parents or students. If any information contained in any handbook conflicts with board policy or state statute, the policy or statute will govern.

NOTICE OF NON-DISCRIMINATION

Ralston Public Schools does not discriminate in employment or educational programs/activities on the basis of race, color, national origin, sex (including pregnancy), gender identity, gender expression, sexual orientation, religion, marital status, disability, age or any other classification protected by applicable local, state, or federal laws. Ralston Public Schools also provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated to handle inquiries regarding the School District's non-discrimination policies: **Executive Director of Human Resources, who may be contacted in writing at 8545 Park Drive, Ralston, Nebraska, at mrupprecht@ralstonschools.org by e-mail, or by telephone at (402) 898-3483.**

For further information about anti-discrimination laws or to file a complaint of discrimination under Title VI, Title IX, Section 504, or other applicable laws, any person may also contact the Office for Civil Rights, U.S. Department of Education, by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-

Purpose State of Ralston Public Schools
A community dedicated to achieving excellence through purposeful instruction and nurturing a climate of hope.

Direction Statement
Cultivating resilient citizens prepared for the diverse demands of the future.

Ralston Public Schools Believe . . .

- The educational process is a partnership involving the school, the family, the student, and the community
- Students learn best when they are actively engaged in the process
- All students can learn
- Students learn best when schools maintain high expectations for learning
- The foremost responsibility of any educational organization is the student
- The essence of education is the ability to develop lifelong learners to deal responsibly with choice in a changing world

Board of Education policies can be accessed at the school building office and on the district website - www.ralstonschools.org

Ralston High School

Achieving Excellence as a Community of Learners

Vision

Ralston High School is a student-centered community of learners united to support the development of responsible, productive citizens.

Belief Statements

The Ralston High School community of learners...

- **requires committed, active participation and support from students, parents, staff and patrons of the district.**
- **believes each student can learn when provided a safe, supportive learning environment.**

- **embraces diversity as an integral component of the community.**
- **supports high standards for cognitive and affective development.**
- **strives to provide diverse learning opportunities in fine and practical arts, in conjunction with career exploration and applied technology.**
- **encourages participation in co-curricular and extracurricular activities as a means to develop communication, teamwork, and leadership skills essential for success in a dynamic global society.**

ACADEMIC ACHIEVEMENT AND GRADUATION

ACADEMIC PROGRESS

Students at Ralston High School are placed in academic class years on the basis of years of high school attendance. In order to be on pace for graduation, students need to pass earn the following credits:

Freshman	0-60 hours credit	Junior	120 -180 hours credit
Sophomore	60 -120 hours credit	Senior	180 + hours credit

GRADUATION REQUIREMENTS

Course credit is allowed only for grades 9, 10, 11, and 12. Students may repeat courses in which they earned failing grades, but it is not necessary to repeat courses not required for graduation.

The responsibility for determining when students are eligible to be graduated from high school is delegated by the Board of Education to the building principal.

All students must successfully complete 240 hours of credit in grades 9-12, and attend a minimum of seven semesters. Students may graduate at mid-term of their senior year if they make formal application to their counselor prior to the end of the first semester of their senior year. Any student request to graduate earlier than midterm of his/her senior year will be reviewed by the high school principal and a recommendation will be made to the Board of Education for approval.

All students must complete the stipulations of an Individual Learning Plan.

The high school principal will review any unusual circumstances related to these graduation requirements for any student and make appropriate recommendations to the Board of Education.

Specific Requirements – Each student is expected to successfully complete coursework in each of the following areas as listed:

1. **English**: 35 credit hours (Must pass English 1, English 2, English 3, and 1 semester of Composition) 35
2. **Oral Communication**: 5 credit Hours 5
3. **Social Studies**: 30 credit hours (Graduating classes of 2018, 2019, & 2020 must pass World Cultures & Geography; Graduating class of 2021 must pass World Civilizations, Government, & US History)
4. **Mathematics**: 30 credit hours (10 credit hours must be earned in courses above the Pre-Algebra level) 30
5. **Science**: 30 credit hours (10 credit hours of Life Sciences and 10 credit hours of Physical Science) 30
6. **Physical Education**: 20 credit hours (Must pass Family Life Education and Wellness and PE Swim) If students test out of PE Swim, they need 5 credits of additional PE. 20
7. **Fine Arts**: 10 credit hours - Art, Music, Drama 10
8. **Practical Arts**: 20 credit hours - Business Education, Career Training Programs (must pass Career Exploration), Family and Consumer Sciences, Industrial Technology, Health Sciences 20
9. **Consumer Finance**: 5 credit hours If students test out of Consumer Finance they will need additional 5 elective credits. 5
10. **Elective Courses**: 75 credit hours - Foreign Language, Humanities, Journalism, Special Courses 75
11. **Community Service**: 10 hours for each year of attendance at Ralston High School.

MINIMUM CREDIT HOURS TO GRADUATE 240

GRADING SYSTEM AND REPORTS

Ralston High School will operate an extended learning time schedule that consists of terms and semesters. It is important that students and parents understand the difference.

Term – consists of a 9-week period of instruction. There are 4 terms in the school year. Final grades and corresponding credits will be posted on student's permanent record at the end of each term.

Semester – consists of two, 9-week terms. A class that is worth 10 credits will last for a full semester and have 5 credits awarded for a passing grade at the end of each term.

The following is an explanation of Ralston High School's grading system:

A - Superior	92 - 100%	D - Below Average	67 - 75%
B - Above Average	84 - 91%	F - Failure	66% and Below
C - Average	76 - 83%	Inc. - Work to be made up	

Incomplete work must be completed within one week of the end of the term unless an administrator approves more time. No incomplete grades may be given at the end of the second semester/term 4.

Running grades, progress reports and end-of-term/semester report cards are always available by accessing the **R-KIDS electronic gradebook at www2.esu3.org/dws/rhighschool**; therefore, mailings of these documents will no longer be automatically made. Parents may call to request a printed report card at the end of a given term/semester. Parents should check the RHS homepage for dates that progress and end-of-term/semester report cards are available and are urged to contact teachers whenever necessary. Mid-term progress reports will be available at the door during Parent Teacher Conferences in terms 1, 2, and 3. Grades on end-of-term report cards become part of the permanent record.

Transcripts

Official transcripts of student records will be sent to requested institutions electronically and are issued at the request of the student or student's parent/guardian. There may be a nominal fee associated with such requests, depending on the requesting college or agency. Requests take time to process, so please make your requests well ahead of any deadlines. Please contact a counselor for details on requesting official transcripts.

GRADE POINT AND MARK POINT AVERAGES

Below is the Ralston High School Mark Point Average Table and an example of how Mark Point Average (MPA) can be determined for a single semester.

Adv'd Rank Classes	Grade Earned	Unranked Classes
5 mark points	A	4 mark points
4 mark points	B	3 mark points
3 mark points	C	2 mark points
2 mark points	D	1 mark point
0 mark points	F	0 mark points
Not computed	Pass/Fail	Not computed

EXAMPLE: Determining a Student's Grade Point Average

Course	Grade	Credits		Mark Pt Value		Mark Points
Spanish 3	B	5	times	3	equals	15
Psych/Soc	C+	5	times	2	equals	10
Geometry	C	5	times	2	equals	10
Biology	B	5	times	3	equals	15
Honors Eng 2 AR	A-	5	times	5	equals	25
A+ Credit Recovery	P	3	(Not computed in MPA)			
Total Credits Earned		28	Total Mark Points			75
75 total Mark Points	÷	25 Credits Attempted	=	3.00 GPA		

CLASS RANK

Class Rank will be determined by the weighted Grade Point Average of students and will be utilized by RHS for the purpose of graduation recognition and honors. GPA's are placed in a high-to-low numerical order, resulting in a ranking of all students for that grade level. Combined Rank is a high-to-low listing of a student's weighted GPA multiplied by total mark points attempted. ACT Rank (ACRS: Academic Class Ranking System) is a high-to-low listing of a student's ACT score + unweighted GPA x 9 + (earned credits/semesters). Weighted GPA Rank (SCRS: Scholastic Class Ranking System) is a listing of a student's weighted GPA in a high-to-low numerical order. Weighted GPA is computed by dividing a student's total mark points by the number of credits attempted.

ACADEMIC HONORS AND LETTERS

Physical awards that recognize academic achievement will be based on a student's current school year GPA for terms 1-3. For students to be eligible for such recognition, they must have earned 45 credits through Term 3 of the current school year. Pass/Fail classes will not count toward the 45 credits.

- Merit Roll Certificate — Terms 1-3 GPA — 3.00 - 3.49
- Honor Roll Letter/Pin — Terms 1-3 GPA — 3.50 - 3.99
- Roll of Distinction Letter/Pin — Terms 1-3 GPA — 4.00 and above

SENIOR HONORS AND RECOGNITION

Grade Point Averages used to determine honors recognition at commencement are based on grades at the end of first semester.

Honors and recognition are reserved for students in their 4th year of high school or early graduates.

Valedictorian

The student(s) ranked first in the Scholastic Class Rank System and the student(s) ranked first in the Academic Class Rank System will be recognized as valedictorians and invited to speak at commencement. If a valedictorian declines this opportunity, it will be extended to the next highest-ranking student in that system. If one student is ranked first in both systems, the second ranked student in the SCRS and the second ranked student in the ACRS will also be invited to speak at commencement. The class may also select a spokesperson to speak at commencement.

Senior Achievement Awards

Seniors will be awarded honor cords based on Grade Point Average. 4.0 to 4.19 = white cord; 4.20 to 4.39 = silver cord; 4.40 and above = gold cord.

300 Club

Two hundred and forty credits are required to graduate. Graduates accumulating 300 or more credits will be recognized at graduation.

Community Service Excellence

Students earning one hundred or more hours of Community Service by April 15 of their final term will be recognized at graduation.

ATTENDANCE EXPECTATIONS AND PROCEDURES

COMPULSORY / REQUIRED ATTENDANCE

Every person residing in the school district who has legal or actual charge or control of any child who is of mandatory attendance age shall cause that child to attend a public or private school regularly unless the child has graduated from high school or has been allowed to disenroll pursuant to this policy. (Board Policy 5001)

EXCESSIVE ABSENTEEISM / TRUANCY

Every person residing in the school district who has legal or actual charge or control of any child who is of mandatory attendance age shall cause that child to attend a public or private school regularly unless the child has graduated from high school or has been allowed to disenroll pursuant to this policy. (Board Policy 5001)

ATTENDANCE CLASSIFICATIONS

Ralston High School recognizes the importance of consistent attendance in order for students to be successful. Ralston High School utilizes a block schedule and missing a day of school means that students lose approximately 1½ hours of instruction per class. In addition to the state requirements, when a student reaches ten (10) absences (excused or unexcused) an attendance letter will be mailed home to parents.

Those students who are hospitalized or who suffer from debilitating illness and are under doctor's care and orders not to attend school are encouraged to provide the attendance secretary with written documentation from their healthcare provider to that effect.

Absences from class due to suspension are not considered part of the absence limitations. Students who are participating in or attending school-sponsored activities are considered present at school, and class absences incurred as a result of participation in or attendance at school activities do not count toward stated limits.

Activity/Athletic Absence

School sponsored activities are those where a student is on an official roster or participation list. Students engaged in school sponsored activities will be counted present at school. Completed permission forms must be turned into the sponsor one day prior to the activity.

Activity/Athletic Participation

Please refer to the Athletic/Activities section found later in the student handbook regarding participation in practices and/or performances when there is an absence during the day (see page 38).

Appointments During the School Day

Parents/Guardians must call the attendance line in advance if their student needs to leave during the school day for an appointment. Written notes will not be accepted. In order to minimize classroom disruptions and expedite the student's release from class, such a call should be made with **at least one hour's advance notice** of the time the student needs to sign out to leave the building. The attendance line is available 24 hours a day with voice mail in English and Spanish at 402-763-4100.

College Visits for Seniors

Seniors are urged to visit colleges during vacations or teacher instructional prep days. Parents/Guardians of seniors who wish to visit a college on days when school is in session must call in advance to inform the school in order to be excused. Contact should also be made with students' teachers so arrangements can be made in advance for collecting and completing homework during such an absence. See "Make up work due to absence" for further information.

Discontinuing Enrollment - 16 and 17 Year Old Students

Only children who are at least 16 years of age may be disenrolled from the district. The person seeking to discontinue the child's enrollment shall submit a signed, written request and submit it to the superintendent using the form which is attached to this policy. The district will follow the procedures outlined on the attached form in considering requests to disenroll. (https://www.education.ne.gov/aded/pdfs/NebraskaWithdrawalFromMandatoryAttendanceForm.pdf)

Only children disenrolling to attend a non-accredited school may be exempt from this policy. The person with legal or actual charge or control of the child must provide the superintendent with a copy of the signed request submitted to the State Department of Education for attending non-accredited schools. The superintendent may confirm the validity of the submission with the State Department of Education. (Board Policy 5001)

Lunch Skips

A "lunch skip" is when a student leaves the building without prior permission during the lunch period. Students who skip lunch may have consequences/interventions assigned such as car/bag searches, loss of privileges, detention(s), support group, suspension, up to mandatory reassignment from Ralston High School.

Students who have permission to leave campus for lunch (seniors with open lunch or those with *pre-arranged* appointments/parent pick-up) are expected to be on time for class following the lunch period.

Prearranged / Extended Absences

Parents/Guardians must call the attendance office in advance of a planned extended absence from school, or as soon as possible in an emergency situation. Written notes will not be accepted. The attendance line is available 24 hours a day with voice mail in English and Spanish at 402-763-4100. Contact should also be made with students' teachers so arrangements can be made in advance for collecting and completing homework during such an absence. See "Make up work due to absence" for further information.

Students who need to miss the last 3 days of any term need to have administrative pre-approval in order to make up any missed final exam.

State Meet and Tournament Absences

Students wishing to attend a state meet or tournament must have a parent/guardian call and give permission unless otherwise directed. Students are expected to keep up with any class assignments missed and are responsible for making arrangements with their teachers in advance for collecting and completing homework for such absences. See "Make up work due to absence" for further information.

Unexcused Absences/Class Skip

Students are expected to attend all of their classes each day unless excused by a parent/guardian or the student is on a school-sponsored activity. Students who miss class unexcused (class skip) will be subject to consequences/interventions such as car/bag searches, loss of privileges, homeroom intervention, detention(s), suspension, loss of class credit, up to mandatory reassignment from Ralston High School.

REPORTING ABSENCES

When a student is absent from school, a parent or guardian of that student must call the school attendance number (402-763-4100) by 8:30 a.m. on the day of the absence. Failure to call will result in the absence being recorded as unexcused. **The absence will remain unexcused unless the parent/guardian calls the school by 3:00 p.m. of the school day following the day the absence occurred**. **NOTES WILL NOT BE ACCEPTED.** Messages can be left 24 hours a day on voice mail.

TARDY PROCEDURES

Punctuality is a life skill valued by employers and society at large. In order to minimize disruptions to learning and to help students learn lifelong skills, Ralston High School expects students to be on time for school and on time for individual classes.

1. Students who are tardy to class will be marked accordingly by the teacher in attendance.
2. Any student who is more than 20 minutes late to a class period will be required to check in with the attendance office to receive an office pass to class.
3. Parents will receive frequent ~~email and voicemail notifications~~ communication as students accumulate tardies to classes.
4. Tardies to classes will be handled in the following way:
    - First tardy - Teacher/student conference
    - Second and third tardies - documentation, student conference, teacher assigned consequence and a phone call home by the teacher
    - Fourth tardy - Formal office referral; office consequence assigned
    - Fifth and subsequent tardies - Consequences can include loss of privileges, detention(s), suspension, and/or mandatory reassignment from Ralston High School will be assigned to students who accumulate multiple tardies to classes within a term.
5. Students start each term with zero (0) tardies.

Please note: tardiness to homeroom will be treated the same as tardiness to any class.

SKIPPED DETENTION

Students who miss an assigned detention may earn additional consequences up to and including mandatory reassignment from Ralston High School.

GENERAL EXPECTATIONS AND PROCEDURES

The Ralston Public School District has an ongoing commitment to provide opportunities for all to become secure, self-reliant individuals who recognize the significance of their own lives and their ability to contribute to the lives of others.

Definitions:

Caring – any word, look, sign, or act that respects a person's body, feelings or things.

Violence – any word, look, sign, or act that hurts a person's body, feelings or things.

Students should be There, be Respectful, be Responsible and be Safe.

ANIMALS ON SCHOOL GROUNDS (Policy 3046)

Animals are not allowed in school district buildings or on school district property without the written permission of the superintendent except as provided in this policy. (Board Policy 3045)

ANNOUNCEMENTS

Announcements pertaining to general school business will be allowed as long as they apply to authorized Ralston High School organizations and activities. Announcements are published in multiple forms: student/staff email, web page, closed-circuit television scroll. If an announcement is to be included, it must be in the office by noon the day before it is to be published. Announcements must be signed by the sponsor and an administrator.

AUTOMATED PHONE MESSAGES

Ralston Public Schools will use its automated phone message system to relay important time-sensitive information to Ralston families. This information will include school closings for inclement weather. Please notify the school office of changes to home, cell, work or other contact phone numbers as soon as these changes are made.

ALTERNATIVE COMMUNICATION METHODS

Ralston High School strives to communicate well. You can expect to be communicated with in many different fashions and forms. Listed below are some of the ways we do this:

-Email
-Phone
-Text
-Twitter
-Facebook
-District and School Website
-Written
-R-KIDS (online academic progress system)

BACKPACKS / DRAWSTRING BAGS

Students may carry a drawstring bag, backpack, tote bag, or purse which is no more than 18" x 20" x 6" (width, height, and depth) at any time during the school day; however, gym bags will not be allowed in the halls during the school day. All gym bags must be stored in students' lockers at all times between the hours of 8:00 and 3:17. Student bags are subject to search.

BUILDING HOURS / DOOR ACCESS

Ralston High School is open to students from 7:30 a.m. to 3:30 p.m. When students arrive they should report to the cafeteria, library, or college/career center. Students must exit the building by 4:00 unless they are under the direct supervision of a staff member. Students who remain at school after 4:00pm must report to the After School Study Center in Lecture Hall C. Students who do not report to the room will have their parents called to pick them up and may lose their privilege to stay after school and are subject to school discipline.

For safety and security reasons, students should always enter/exit the main doors on the front side of the building. Students may use any exit at *the end of the official school day at 3:17*. Students leaving for appointments or for open lunch/campus privileges are expected to use the main doors on the front side of the building or risk disciplinary action up to and including losing their privileges. Additionally, disciplinary action up to and including suspension may be assigned for students who open secure doors for others seeking access during the school day.

BELL SCHEDULE

Homeroom Schedule (Monday, Tuesday, Thursday, and Friday)

Period 1:	8:00 - 9:32
Period 2:	9:38 - 11:05
Period 3:	11:11 – 1:08
1st lunch	11:05 – 11:35 – class 11:41 – 1:08
2nd lunch	11:54 – 12:24 – class 11:11 – 11:54 and 12:24 – 1:08
3rd lunch	12:38 – 1:08 – class 11:11 – 12:38
Period 4/Homeroom:	1:14 – 1:44
Period 5:	1:50 – 3:17

PLC Schedule (Wednesdays)

PLC	7:45 – 8:30
Period 1:	8:40 – 10:11
Period 2:	10:17 – 11:43
Period 3:	11:49 – 1:45
1st lunch	11:43 – 12:13 – class 12:19 – 1:45
2nd lunch	12:30 – 1:00 – class 11:49 – 12:30 and 1:00 – 1:45
Period 5:	1:51 – 3:17

**Important notes concerning Wednesday PLC Schedule: Teachers are unavailable for assistance until 8:30. Students who arrive prior to 8:30 may report to and remain in the cafeteria, library, college/career center or computer lab until dismissed to lockers at 8:30. Students will not be permitted to loiter in the halls or commons during PLC meetings.

At certain times in the school year, the bell schedules may be altered due to school activities. During those times, students with open campus or release privileges MUST ATTEND CLASSES ACCORDING TO THE ALTERED SCHEDULE. Failure to do so may result in disciplinary action up to and including loss of the release privilege.

CLOSED CAMPUS

Ralston High School operates as a closed campus with the following exceptions that are explained in further detail in the sections below: • Senior Open Lunch, • Senior Open Campus, • Release Period

Those students who have permission to leave campus but choose to remain during their release periods are expected to report by the tardy bell and remain for the period to the library.

Students may lose their privilege to leave the building and grounds for loitering in classrooms, the hallways, restrooms, commons, etc. or for other disciplinary reasons at administration's discretion.

Requirements for ALL Release Privileges

- For safety/security reasons, students must exit/return through the commons doors ***only***.
- For safety/security reasons, students must be prepared to show their student ID leaving and returning every day. Students without their ID will NOT be allowed to leave – no exceptions.

- Students who choose to remain on campus during a release must report on time and remain for the duration of the period to the library, computer lab or college/career center.
- Students may lose any privilege outlined below for academic and/or disciplinary purposes at administration's discretion. This includes, but is not limited to failing grades, exiting doors other than the commons, loitering in unapproved areas, class or lunch skips, taking those without privileges off campus, etc.
- Students should read, know and follow additional requirements specific to their privilege as outlined in the student handbook.

Release Period - **Twelfth grade** students who have a naturally occurring 1st or 5th period study hall may choose to be excused from study hall with the proper parent/guardian permission form on file with their counselor. In order to prevent unbalanced class sizes, students' schedules will NOT be altered in order to secure a 1st or 5th period study hall for release purposes. Students who qualify for 1st period release privileges should not be in the building prior to 9:30 (10:10 on late start Wednesdays). Students who qualify for 5th period release privileges need to exit the commons doors by the start of 5th period.

Please note: Seniors must be enrolled in 3 of 4 class periods per day (Homeroom is expected of all students in addition to the 3 class periods) in order to be eligible for many commencement honors, scholarships, college admissions and/or varsity athletic participation. ***It is ultimately the student and parent/guardian's responsibility*** to ensure the student is enrolled in and participating in the number of courses required for these purposes.

Senior-only Open Lunch
Due to Federal lunch regulations, students who leave campus for lunch may not bring food or drinks back to the building from area establishments. All other students or seniors who lose their open lunch privilege for academic/disciplinary reasons must remain at school during their lunch period.

COLLEGE AND CAREER CENTER

The College and Career Center is provided to assist students in securing information about post-high school education and careers. The center is open daily.

COMMENCEMENT

Commencement is a *privilege* arranged to celebrate students' successful completion of high school graduation requirements. Students who have failed to meet graduation requirements by May of their senior year may be denied this privilege. At administrator's discretion, this privilege may also be denied for disciplinary reasons.

DISCIPLINE, STUDENT (Board Policy 5035)

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in this policy and 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. Disciplinary consequences may also include in-school suspension, Saturday School, and any other

consequence authorized by law. District administrators may develop building-specific protocols for the imposition of student discipline.

In this policy, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

Any statement, notice, recommendation, determination, or similar action specified in this policy shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her parent or guardian.

Any student who is suspended or expelled from school pursuant to this policy may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

Short-Term Suspension

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

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

The following process applies to short-term suspension:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he or she is accused of having done, be given an explanation of the evidence the authorities have, and be given an opportunity to explain the student's version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal will send a written statement to the student, and the student's parent or guardian, describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.
4. Students who are short-term suspended will be given the opportunity to complete classwork, including but not limited to examinations, under the following conditions: students follow the expectations for make-up work as outlined by the teacher.

Emergency Exclusion

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law. (See this policy in more detail in later pages of this book.)

Weapons and/or Firearms

Students may be disciplined for the possession of weapons and/or firearms pursuant to the board's separate policy on weapons and firearms or state law.

Long-Term Suspension

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

Expulsion

1. **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.

2. **Summer Review**. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise the student may be readmitted by action of the Superintendent.

3. **Suspension of Enforcement of an Expulsion**: Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.

4. **Alternative School or Pre-expulsion Procedures.** The school shall either provide an alternative school, class or educational program for expelled students or shall follow the pre-expulsion procedures outlined in NEB. REV. STAT. 79-266.

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

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, NEB. REV. STAT. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle

owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules if such violations constitute a substantial interference with school purposes:
    a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive

language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion;

b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
c. Violating school bus rules as set by the school district or district staff;
d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, or a tobacco imitation substance or packaging, regardless of form, including cigarettes, chewing tobacco, and any other form of tobacco or imitation, such as electronic cigarettes, vapor pens, etc.;
e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
f. Possession of pornography;
g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);
h. Engaging in hazing, defined as any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. Hazing activities are generally considered to be: physically abusive, hazardous, and/or sexually violating and include but are not limited to the following: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; branding; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault;
i. Bullying which shall include cyber-bullying, defined as the use of the Internet, including but not limited to social networking sites such as Facebook, Instagram, Snapchat, groups chats, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send email to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;
j. Violation of the district's computer acceptable computer use policy are subject to discipline, up to and including expulsion; and
k. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

Due Process Afforded to Students Facing Long-term Suspension or Expulsion

The following procedures shall be followed regarding any long-term suspension, expulsion or mandatory reassignment

1. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The 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, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
    b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
    c. A statement that, before long-term suspension, expulsion, or mandatory reassignment for disciplinary purposes can be invoked, the student has a right to a hearing, upon request, on the specified charges;
    d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
    e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony;
    f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail.
    g. 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.
    h. 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.
    i. If a hearing is requested within five days after receipt of the notice, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below.
    j. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below, except that the time constraints set

forth may differ as provided by law and this policy. The student shall be entitled to a hearing but the consequence imposed may continue in effect pending final determination.

k. 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.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (NEB. REV. STAT. § 79-254 to 79-294). The school district will provide parents with copies of the relevant statutes upon request.

EMERGENCY EXCLUSION

Grounds for Emergency Exclusion

Any student may be excluded from school in the following circumstances subject to the procedural provisions governing short term suspension found elsewhere in these policies or state law:

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 that prompted the exclusion.

Extension of Exclusion

In the event it is appropriate to consider the extension of an emergency exclusion (exclusion) of a student for more than five school days. Pursuant to the Student Discipline Act, the principal has the authority to exclude a student from school for five school days on an emergency basis. If the superintendent or superintendent's designee determines that it is appropriate to consider the extension of an exclusion beyond five days, such consideration shall be considered according to the procedures set forth below.

Notification of Student's Parent(s) or Guardian(s). The superintendent or the superintendent's designee shall notify the student's parent(s) or guardian(s) that the principal has proposed the extension of the exclusion. If the initial notice is oral, the superintendent shall confirm it in writing.

Opportunity to Request a Hearing. The student's parent(s) or guardian(s) may submit an oral request for a hearing on the proposed extension of the exclusion within two school days of receiving the initial notice. If the initial request for a hearing is oral, they shall confirm the request in writing.

Failure to Request a Hearing. If the parent(s) or guardian(s) do not request a hearing within two school days of receiving oral or written notice, the proposed extension of the exclusion shall automatically go into effect.

Appointment and Qualifications of a Hearing Examiner. If the parent(s) or guardian(s) request a hearing, the superintendent shall appoint a hearing examiner upon receiving a request for a hearing. The hearing examiner may be any person who did not bring charges against the student, is not to be a witness at the hearing, and has no involvement in the charge.

Hearing Examiner's Notice to Parent(s) or Guardian(s). The hearing examiner shall promptly give written notice of the time, date and place of the hearing. The hearing will be held within five school days after the school district receives the initial oral or written request; provided, the hearing may be held more than five school days after receipt of the request upon a showing of good cause. No hearing will be held on less than two (2) school days' notice unless otherwise agreed to by the student's parent(s) or guardian(s) and school officials.

Continued Exclusion. If a hearing is requested, the principal may determine in his or her sole discretion that the student shall remain excluded from school until the hearing officer makes a recommendation to the superintendent.

Examination of Student's Records and Affidavits. Prior to the hearing, the student and his/her parent(s) or guardian(s) shall have the right to examine and have school officials explain the student's records and any affidavits that will be used by school officials at the hearing.

Attendance at Hearing. The hearing may be attended by the hearing examiner, the principal (or designee), the student, and the student's parents or guardian(s). The student may be represented at this hearing by a representative of the family's choice.

Student's Witness(es). The student and his/her parent(s) or guardian(s) may ask any person with knowledge of the events leading up to the sanction or with general knowledge of the student's character to testify on behalf of the student. If school personnel or other students are requested to testify by the student's parent(s) or guardian(s), the hearing officer shall endeavor to help obtain the presence of such witnesses at the hearing.

Right to Know Issues and Nature of Testimony. The student and his/her parent(s) or guardian(s) have the right to request in advance of the hearing the issues which the administration will propose in support of the extension, and the general nature of the testimony of any administrative or expert witnesses.

Presence of Student and Witnesses at the Hearing. The student and witnesses may be excluded at the discretion of the hearing examiner in accordance with state statutes. The student may speak in his/her own defense and may be questioned on such testimony, but may choose not to testify.

Sworn or Affirmed Testimony. The principal or his or her designee shall present evidence supporting the recommended extension of the exclusion. Witnesses will give testimony under oath of affirmation, and may be questioned.

Hearing Examiner's Report and Recommendations. The hearing examiner shall prepare a report of his or her findings and recommendations, and forward the report to the superintendent.

Superintendent's Decision. The superintendent will review the hearing examiner's report and determine whether to extend the exclusion. He or she shall have the decision delivered or sent by registered or certified mail to the student, student's parent(s), or guardian(s). If the superintendent decides to extend the exclusion, the extension will take effect immediately.

DISCIPLINE FOR OFF-CAMPUS BEHAVIOR

Students may be subject to discipline for conduct that does not occur on school grounds, at a school-sponsored activity or athletic event, or in a school vehicle if such conduct causes a substantial or significant disruption to the educational process. Such discipline may include, but is not necessarily 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; 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; in-school suspension; short-term suspension; emergency exclusion 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; and/or any other consequence determined appropriate by the administration and allowed by law. The failure to serve or comply with the disciplinary consequences as directed will serve as grounds for further discipline, up to and including expulsion from school.

DANCES

All currently enrolled Ralston High School students in good academic and behavior standing and their parents/guardians are cordially encouraged to attend dances held by our school. In order to maintain a safe environment for all attendees, students may be subject to drug/alcohol screening checks prior to entry. Students who have been suspended or have been mandatorily reassigned will be ineligible to attend dances or social functions held within the suspension/reassignment time. Additionally, at administrator's discretion, students who have repeated disciplinary/attendance/tardy infractions or are academically at risk in the weeks leading up to a dance may be ineligible to attend. **All students and guests must present identification prior to admittance to any dance sponsored by Ralston High School.**

Outside Dates:

1. All outside dates must be registered a minimum of 3 school days prior to the dance.
2. Anyone not registered the night of the dance will not be allowed entry.
3. One outside date per RHS student.
4. If the outside date is removed from the dance, the RHS student who brought him/her will also be removed.
5. All dance attendees will follow all school rules, regardless of age.

Dress Code:

1. No visible undergarments will be allowed.
2. Strapless and spaghetti strap type dresses will be allowed.
3. Backless dresses may not go lower than the waist line
4. No plunging necklines
5. No sagging pants
6. If a supervisor deems clothing inappropriate, the student will need to change, add clothing to what they are wearing, or be removed from the dance.

Dance Behavior:

1. No bumping, grinding, twerking or the like will be allowed.
2. If dancing is inappropriate, the student(s) involved will be asked to leave without additional warning or refund
3. All students need to make ride arrangements to be picked up at the conclusion of the dance. Any student on school grounds 30 minutes following a dance may be prohibited from attending the next school dance.

Eligibility Requirements for Dance Royalty

Seniors who are in their 4th year of high school are eligible for Homecoming or Prom royalty provided they meet the following conditions as confirmed by administration:

1. Have been involved in at least two (2) school sponsored activities during high school.
2. No suspensions during the current school year.
3. Seniors will only be eligible for one dance royalty selection per school year.

DEMERITS/MERITS

Students who are tardy, unexcused absent/truant, disruptive, disrespectful, or failing to follow school rules may accumulate demerits that can result in detention(s), Saturday school, suspension, loss of privileges and a recommendation for reassignment or expulsion. Students may be suspended at 10 and 15 demerits and may be recommended for reassignment or expulsion with loss of credit for the semester at 20 demerits. Accumulated demerits apply to the entire year and notification will be sent home.

DRESS CODE

The school dress code is based on the principle that student dress is a responsibility of each student's parents/guardians. For this reason, we feel that many of the restrictions on dress code and grooming should originate with the parent/guardian rather than with the school administration.

The dress code should allow for individualism and meet the current trend of changing styles. However, when a style becomes extreme, the matter will be discussed with the student. Students wearing clothing that is deemed inappropriate may be sent home or have proper clothing delivered by a parent or wear clothing stored in the office for dress code violations. Students who refuse to comply will face disciplinary action.

1. Appearance which is disruptive, according to the staff, will not be allowed. Students may be referred to administration for final approval. Automatically included in this category are:
    a. Any clothing that is offensive or distracting to the learning environment. (Clothing with vulgar, obscene, profane, suggestive or otherwise inappropriate drawings or slogans)
    b. No sagging pants. No undergarments may be showing i.e. underwear and/or undershorts.
    c. No bare midriffs or strapless tops
    d. ~~No spaghetti straps, tank tops with less than 2 inch sleeves on both sides Strapless tops may be worn.~~
    e. Pants/clothing with tears/missing fabric that reveals excessive skin. Pants with tears/rips must not be on the upper thigh portion of the shorts or pants
2. Students must wear shoes or sandals at all times, no slippers.
3. Students will not be allowed to wear hats, caps, bandanas, bandanas worn as headbands, hoods, or other head coverings that are not related to an individual's religious/cultural belief. Those items are to be kept IN LOCKERS during the day from 7:30 to 3:30. Bandana printed items may not be worn or displayed
4. Coats are generally not needed in school and should not be worn in class unless a teacher determines coats are needed.
    a. What is NOT allowed? Any coat that is generally worn as an OUTSIDE coat for warmth is not allowed. Not allowed are heavy overcoats, ski jackets, rain-wear, or any lined jackets.
    b. What IS allowed? One layer cotton lining inside a windbreaker, unlined windbreaker, and pullover or zippered sweatshirts are acceptable for indoor wear.
    c. Sweatshirts with hoods are allowed but the **hoods must be down at all times** during the school day.
5. Students are expected to carry a school-issued identification card at all times during the school day. See "identification Cards" for more specific details.

ELECTRONIC DEVICES

Ralston High School recognizes the increased use of electronic devices in society and also recognizes their value when used properly. Our primary concern is the academic success of students since the misuse of electronic devices can interfere with student learning. We also understand the need for parents to occasionally contact their student; however, it is best to call

the office and a note will be sent to the student. **Students are not allowed to check their device or respond to parent contacts during class time. Students are not allowed to have headphones in their ears during class time.** The following rules will govern the use of electronic devices at the high school:

1. Students must follow the school electronic policy as stated above. Staff may confiscate electronic devices and or headphones if students fail to comply with those expectations. Students who refuse to to turn their electronic devices over to the teacher will be sent to the administrator's office and a parent will be contacted.
2. Electronic devices may be used, before and after school, during lunch, and during passing periods.
3. Electronic devices may NOT be used in the theater, when guest speakers are presenting, during school assemblies or other times as announced.
4. Students must discontinue use of any electronic device when so instructed by any staff member at any time during the school day;
5. Electronic devices that are confiscated by staff will give the student their electronic device back at the end of the class period.
6. The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, e-mailing, etc.) may constitute a crime under state and/or federal law. Any person engaged in these activities while on school grounds, in a school vehicle or at a school activity will be subject to the disciplinary procedures of the student code of conduct. Any student found to be in possession of obscene, pornographic, lewd, or otherwise illegal images or photographs will be promptly referred to law enforcement and/or other state or federal agencies, which may result in arrest, criminal prosecution and possible inclusion on sex offender registries. (Board Policy 5022)

FIGHTING

Fighting (verbal or physical) or instigating a fight will not be tolerated. Being involved in a fight may result in consequences up to and including reassignment/expulsion and legal authorities being involved.

FIRE AND DISASTER DRILLS

We at Ralston High School take the safety and security of our students and staff very seriously. As a result, we have instituted a safety plan that we feel will be very beneficial in the event that an emergency situation would occur at any of our schools. Included below, you will find a web link for the safety system referred to as the Standard Response Protocol or SRP. The SRP system has been incorporated into several school districts in the Omaha Metro area. Currently all Sarpy County schools have implemented some form of SRP into their current safety plans as well as some Douglas County schools.

At RHS we will practice evacuation drills, sheltering in place drills and lockdown/lockout drills over the course of the the school year. We provide this information to you so you have knowledge of our plan and have an idea of how our school will respond in the case of an emergency.

We also have included a listing of our reunification site in case we would need to evacuate RHS. While we hope that these plans will not have to be used, we will continue as a school to prepare as best we can for an emergency event.

Reunification Plan for Ralston High School

In the event of an emergency that would require the evacuation, RHS students and staff would report to the reunification sites listed below. If an emergency were to occur we would attempt to communicate with our parents through the use of our mass call/email/text program to provide updates along with instructions for how best to help us navigate the emergency. We will

need to account for each student during the time of reunification, please prepare yourself mentally that there will be a check out procedure for each student that we will run as efficiently as possible. While we hope that we will never have to use this reunification plan, we feel that preparation is the key to best managing an emergency event.

Ralston High School - Ralston Arena at 7300 Q Street.

FIREWORKS, SMOKE BOMBS, ETC.

The school will have a zero tolerance level for any fireworks, smoke bombs, or any other such disruptive products. Any such offense may result in consequences including, but not limited to suspension and/or recommendation for reassignment/expulsion, and law enforcement being involved. (Board policy 5022)

FOOD AND BEVERAGE

Food and drink may not be taken out of the cafeteria. Pre-packaged food and bottled water may be allowed in classrooms and carpeted areas at the teacher's discretion. Students are responsible for disposal and clean-up associated with food/drink.

Due to Federal food regulations, unless prior arrangements have been made with administration, no outside food is allowed during lunch except a sack lunch from home, and food will only be allowed outside the cafeteria in designated areas. Deliveries of food from local establishments to students during the school day are not allowed.

FUNDRAISING ACTIVITIES/CANDY SALES

No fund raising activities will be sponsored without the Athletics/Activities Director's consent.

HALL REGULATIONS

Students will be allowed in the halls only during passing periods or with a signed pass.

HARASSMENT

The school will have a zero tolerance level for any harassment towards any student or adult. Harassment consists of verbal or physical behaviors related to a person's gender, race or sexual orientation which creates an intimidating, hostile, or offensive environment. Conduct, such as intimidation, hostility, rudeness, or name calling can be abusive and, therefore, harassment. (Reference. Title VII,Sec. 703 Civil Rights Act of 1964 - revised Civil Rights Act of 1991)

Consequences for harassment may result in consequences up to and including reassignment/expulsion and legal authorities being involved.

Bullying

Any ongoing pattern of physical, verbal or electronic abuse on school grounds, in a vehicle owned, leased, or contracted for a school purpose or at a school sponsored activity or athletic event will constitute bullying in accordance with Board Policy:-(Board policy 5054).- Any offenses that meet the definition of bullying may result in suspension, referral to guidance/counseling staff for remediation or potential reassignment based on the severity of the incident. Legal authorities may be contacted.

For the complete board policy see page 43.

Sexual Harassment

Sexual harassment is defined as any unwelcome act of a sexual nature. It may include, but is not limited to, unwelcome sexual advances, requests for sexual favors, and verbal or nonverbal sexual comments or physical conduct of a sexual nature. Any offenses that meet the definition of

sexual harassment may result in suspension or potential reassignment based on the severity of the incident. Legal authorities may be contacted.

HEALTH SERVICES AND REGULATIONS

Students are not to leave the building during the school day without permission from the nurse or principal; students must sign out properly before leaving the building. A registered nurse is on call at all times. An ill or injured student may not leave school until permission of the parent/guardian, or the person designated by the parent/guardian, has been received.

The school district will not purchase, prescribe, or provide any form of medicine to any student. Parents/guardians of students who must take physician prescribed medicine during the school day will consult with the school nurse to make necessary provisions.

A Health Record Card is on file for each student in the nurse's office. Students are requested to keep this card up to date by reporting to the nurse any booster shots, or any pertinent information that should be recorded.

All Ralston High School students must comply with state immunization requirements. All students must have dates (month and year) on file for the following immunizations prior to the beginning of school:

- 3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday
- 3 doses of polio vaccine
- 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent Hepatitis B 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 dose of varicella (chickenpox)** or MMRV if given on or after 12 months of age and prior to 13 years of age. If given over 13 years of age, 2 doses of varicella, separated by at least one month. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted * **This is a new requirement starting July 1st 2011, previously only 1 dose was required.**

If you cannot receive the required immunization for medical or religious reasons, please contact school officials. Failure to do so will result in exclusion from classes. (Nebraska School Law 79.217-233)

HOMEROOM

Each student will be assigned to a Homeroom led by a certified teacher. All students are expected to report to Homeroom. The homeroom groups will meet regularly for activities that include, but are not limited to: character development and career planning curriculum, team-building activities, "housekeeping" activities such as announcements and voting (class officers, dance royalty, etc.), and registration for the following year's courses. Attendance is required for homeroom as it would be for any other scheduled class and consequences assigned accordingly for tardies and/or failure to attend. Credit will be awarded based on student's participation.

IDENTIFICATION CARDS

All Ralston High School students will be issued an ID Card. The unaltered ID card will be used for student identification, activity card status, lunchroom account use, library use, and other general purposes at school and school events. These pictured cards will be issued at no cost. All ID Cards are the property of RHS and are kept by the student until the end of the school year.

All students must have the ID Card in their immediate possession when they are in school or at school events. This may include hanging from a lanyard worn around the neck, in a purse or wallet, or in the student planner or notebook. Students must present their ID when requested to do so by a staff member. Students without an unaltered ID Card or students refusing to show an ID Card to a staff member may be referred to the office for administrative disciplinary action.

Students will be expected to show their ID at the security camera when requesting access to secured doors during the school day. Students will also be expected to use their ID in the cafeteria. Those who fail to carry their ID card when entering the cafeteria will be expected to wait at the end of the line and utilize a specified checkout station so identity can be verified prior to funds being charged. Students who have their ID will be allowed to access the serving area first and scan their cards at checkout stations for faster service.

Lost cards should be reported to the main office and a replacement will be issued for a charge of $5.00. New lanyards can be purchased for $1.00.

INTERNET AND E-MAIL GUIDELINES (JDB)

Student Internet and Computer Access

Students are expected to use computers and the Internet as an educational resource. The following procedures and guidelines govern the use of computers and the Internet at school.

I. **Education About Appropriate Online Behavior**

A. School district staff will educate students about appropriate online behavior, both in specific computer usage units and in the general curriculum.

B. Staff will specifically educate students on

1. Appropriate interactions with other individuals on social networking websites and in chat rooms.

2. Cyberbullying awareness and response.

C. The School District shall inform staff of this educational obligation and shall keep records of the instruction which occurs in compliance with this policy

II. **Student Expectations in the Use of the Internet**

A. **Acceptable Use**

1. Students may use the Internet to conduct research assigned by teachers.
2. Students may use the Internet to conduct research for classroom projects. Students may use the Internet to gain access to information about current events.
3. Students may use the Internet to conduct research for school-related activities.
4. Students may use the Internet for appropriate educational purposes.

B. **Unacceptable Use**

1. Students shall not use school computers to gain access to material that is obscene, pornographic, harmful to minors, or otherwise inappropriate for educational uses.
2. Students shall not engage in any illegal or inappropriate activities on school computers, including the downloading and copying of copyrighted material.
3. Students shall not use school computers to participate in on-line auctions, on-line gaming or mp3 sharing systems including, but not limited to Aimster or Freenet and the like.
4. Students shall not disclose personal information, such as their names, school, addresses, or telephone numbers outside the school network.
5. Students shall not use school computers for commercial advertising or political advocacy of any kind without the express written permission of the system administrator.
6. Students shall not publish web pages that purport to represent the school district or the work of students at the school district without the express written permission of the system administrator.
7. Students shall not erase, rename or make unusable anyone else's computer files, programs or disks.
8. Students shall not share their passwords with fellow students, school volunteers or any other individuals, and shall not use, or try to discover, another user's password.
9. Students shall not copy, change or transfer any software or documentation provided by the school district, teachers or another student without permission from the system administrator.

10. Students shall not write, produce, generate, copy, propagate or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software.
11. Such software is often called, but is not limited to, a bug, virus, worm, or Trojan Horse. Students shall not configure or troubleshoot computers, networks, printers or other associated equipment, except as directed by a teacher or the system administrator.
12. Students shall not take home technology equipment (hardware or software) without permission of the system administrator.

III. **Enforcement**

A. Methods of Enforcement

1. The district monitors all Internet communications, Internet usage and patterns of Internet usage. Students have no right of privacy to any Internet communications or other electronic files. The computer system is owned by the school district. As with any school property, any electronic files on the system are subject to search and inspection at any time.
2. The school district uses a technology protection measure that blocks access to some Internet sites that are not in accordance with the policy of the school district. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.
3. Due to the nature of filtering technology, the filter may at times filter pages that are appropriate for student research.
4. The system administrator may override the technology protection measure for the student to access a site with legitimate educational value that is wrongly blocked.
5. The school district staff will monitor students' use of the Internet through direct supervision and by monitoring Internet use history to ensure enforcement of the policy.

B. Consequences for Violation of this Policy

1. Access to the school's computer system and to the Internet is a privilege, not a right. Any violation of school policy and rules may result in:

a. Loss of computer privileges;
b. Short-term suspension;
c. Long-term suspension or expulsion in accordance with the Nebraska Student Discipline Act; and
d. Other discipline as school administration and the school board deem appropriate.

2. Students who use school computer systems without permission and for non-school purposes may be guilty of a criminal violation and will be prosecuted.

IV. **Children's Online Privacy Protection Act (COPPA)**

A. The school will not allow companies to collect personal information from children under 13 for commercial purposes. The school will make reasonable efforts to disable advertising in educational computer applications.

B. This policy allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.

LEAVING SCHOOL DURING THE DAY

Students are not allowed to leave the school building during the school day unless permission has been granted from an administrator or the school nurse. Students will not be allowed to leave the school premises without permission from the parents or guardian. This permission can be granted by a phone call to an administrator or the attendance secretary. Students who leave the building without permission and return to the building will be searched and other appropriate consequences assigned.

LOCKERS

The first week of school students will be assigned a locker. Students may **NOT** switch lockers with another student without permission from the office. Sharing of lockers is not allowed. All lockers are property of the school and are available to students for their use. As school property, lockers are subject to inspection/search at any time by school officials. Students should not expect privacy regarding any item placed in a locker. Students are responsible for whatever is contained in their lockers.

Students should not give locker combinations to anyone, and should not keep valuable items in a school locker. The school cannot assume any liability for loss or theft of a student's money or valuables.

LUNCH

Each Ralston High student will be provided with a 30-minute period for lunch. Students must report to and remain in one of the designated lunch areas. Students must request a pass to leave an area once they have reported to that location. No food from outside establishments is permitted in the building.

Students are expected to behave with respect, responsibility and safety in mind during the lunch period. This includes picking up their table/space. Students who leave trays/food/trash behind or otherwise cause disruption in the cafeteria will be subject to disciplinary action, up to and including mandatory reassignment from Ralston High School.

Students must have their ID Card with available funds in the account to purchase lunch, or pay with cash. Households are expected to maintain a positive school meals account. All meals are charged to each student's meal account and must be paid for. Any student with a negative meal account will not be allowed to purchase ala carte food items, such as additional entrees, bottles water, etc. Students who fail to carry their ID card when entering the cafeteria will be expected to wait at the end of the line and utilize a specified checkout station so identity can be verified prior to funds being charged. Students who have their ID will be allowed to access the serving area first and scan their cards at checkout stations for faster service.

LUNCH NON-DISCRIMATION POLICY

The United States Department of Agriculture's required nondiscrimination Statement: This explains what to do if you believe you have been treated unfairly. 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, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

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 responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or 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 discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint 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.

USDA is an equal opportunity provider, employer, and lender

MAKE-UP WORK DUE TO ABSENCE

It is difficult to make up all work missed due to absence or suspension since student interaction, discussion, and laboratory experiments cannot be replicated. A student may be allowed to make up all possible classroom work when an absence occurs. Students may also make up any missed tests because of absences. **It is advisable for work to be completed prior to anticipated absences.** Under typical circumstances the student should be allowed 2 days to make up work for each day of **excused** absence. Students who are absent due to a special request during the last 3 days of a term may not be allowed to make up final tests without **advanced** administrative approval.

A parent/guardian may request make-up work to be collected and available for pick up in the office for students who will be absent.

MAKE-UP WORK DUE TO SUSPENSION

Refer to section DISCIPLINE, STUDENT on page 20.

MEDIA CENTER / LIBRARY / COMPUTER LAB

General Information and Expectations

1. The library is open from 7:40a.m. until 3:40 p.m. when school is in session.
2. Books may be checked out for a three-week period.
3. Back issues of magazines may be checked out for a three-week period. Current magazines must be read in the library.
4. A total of 10 items can be checked out at one time.
5. Students must use their student ID Card to check out materials. Students are responsible for any late, lost, or damaged materials checked out in their name.
6. Students should not check out books for another student using their ID Cards.
7. Students must have a pass signed by a teacher to be in the Computer Lab or Library during school hours, unless they are with their class or have Open Campus.
8. Food, drink, and electronic devices are only allowed in the Computer Lab or any Media Center area with advanced staff permission.
9. Computers must be used for school purposes only and for the reason assigned by the teacher. Games/social sites and personal e-mail are not permitted without advance staff permission.

MEDIA CENTER / LIBRARY / COMPUTER LAB

Copyright Guidelines for Computer Usage

In order to comply with Public Law 96-517, Section 10(b) which amends Section 117 of Title 17 of the United States Code and Policy EGAAB of the School District of Ralston the following guidelines shall be followed by all faculty, staff, and students.

1. Under no circumstances shall illegal copies of copyrighted software be made or used on school equipment.

2. Software that resides on a school computer's hard drive, network, disk, CD-ROM, or other storage device shall not be copied or transferred to another medium of storage.
3. Shareware and public domain software must be reviewed and registered with the school's Technology Management Team before it may be used on school's equipment.
4. Games or other programs that do not have a specific educational purpose shall not be used on school equipment.
5. Pornographic or obscene materials used via Internet or other software is prohibited. Faculty, staff or students in violation of these guidelines may have computer privileges restricted and other disciplinary action may be taken.

MEDICATION POLICY

All medication, prescription and over the counter (OTC), MUST be stored in the nurse's office. The School District, via the school nurse or health aide, will administer medication prescribed by licensed health professionals. Students will be allowed to administer their own prescription medication in the nurse's office with parental permission and authorization of the school nurse or health aide.

Students who carry medication in purses/bags/locker may face consequences up to and including mandatory reassignment from Ralston High School and law enforcement notification. (Board Policy 5022)

NATIONAL HONOR SOCIETY

To apply for consideration for membership in National Honor Society:

1. Student must be a junior or senior with a *cumulative* GPA of 3.5 or higher.
2. Student must complete a National Honor Society resume listing at least 2 school activities.
3. Juniors must have 20 hours of approved community service turned in by mid October; Seniors, 30 hours.
4. Student must acquire validation of outstanding leadership and character on forms filled out by adult leaders.

PARKING

Students are allowed to park in the East parking lot in designated areas with a parking permit. Students are **NOT** allowed to park in the staff lot or other non-designated areas around the building.

To secure a permit for a parking space, students must show a driver's license, complete an application, and purchase a permit for $5.00. The parking permit must be visible from the aisle. The car will be ticketed if parked in a non-designated area and if the permit is not displayed. Failure to pay fines within one month may result in the parking privilege being revoked. The permit is valid only for the vehicle for which it is issued. Disregarding parking areas or willful reckless driving may result in ticketing, towing, or loss of parking privileges.

Students should keep cars locked at all times. The school cannot assume any liability for damage or theft to vehicles parked on school property.

PERSONAL PROPERTY, STUDENTS

The school does not assume responsibility for lost or stolen personal property. A report may be filed with the school resource officer.

PHYSICAL EDUCATION, MEDICAL EXCUSES

Any student who must be excused from physical education classes for a day must secure a medical excuse form from the school nurse prior to the period to be missed. Parent/Guardian permission must be given. The student must attend the class period, but need not follow the rigorous activities for the day. Students who miss physical education classes in such fashion may lose points and/or be expected to make up the missed time.

PLAGIARISM

Plagiarism is a form of copying another's work and using it as one's own. Plagiarism shall be considered an academic offense in any Ralston High School class. Any student found guilty of plagiarism shall be penalized. Penalties may include a failing grade for the assignment and other appropriate consequences.

Examples of plagiarism:

- Copying and pasting a passage of text unchanged from an internet or online resource without citing the source.
- Copying slides from another student's PowerPoint and including them in your project.
- Copying pictures from Google Images and inserting those into your paper or project without citing the source (photographer's credit or location where the picture was found).
- Copying word-for-word from a printed resource (encyclopedia, magazine, etc.) and claiming it as your own.
- Copying an idea or format for a story or poem and claiming it as your own.

POSSESSION OR USE OF TOBACCO PRODUCTS

The use or possession of any tobacco product, including the use of vapor products, alternative nicotine products, or any other such look-alike product, is not permitted on school property at any time. Selling and/or dispensing such products by students is also prohibited on school property and/or at school sponsored activities. Any student caught in violation of this policy may be assigned consequences up to and including mandatory reassignment from Ralston High School. Additional disciplinary action may be invoked for students involved in extracurricular activities or athletics (refer to the activities/athletic portion of the handbook).

POSSESSION OR USE OF ALCOHOL AND/OR OTHER DRUGS

When a student is found using, possessing or under the influence of alcohol, marijuana, unauthorized prescription or OTC drugs, or other illegal drugs including paraphernalia or look-alikes either at school or at school related functions, whether they take place during the school day or at sporting events, dances, plays, intramurals, or retreats held outside the school day, on or off campus, the following disciplinary actions may be taken and law enforcement notified. (Board policy 5022)

1. Sanctions on School Grounds or at School Events
   a. First Offense. Suspension from school for 5-19 days. ~~Suspension from extracurricular activities is anywhere from 9 - 19 days.~~ Parents/Guardians, at their own expense, may choose to enroll their student in a District approved drug/alcohol education program. ~~This program may reduce the suspension and curtailment of extracurricular activities to 9 school days.~~ Legal authorities will be contacted. (79-293 Reissue 1996)
   b. Second Offense. Mandatory reassignment/expulsion. ~~Suspension from attending or participating in extracurricular activities for one calendar year~~. Legal

authorities shall be contacted. (79-267(6), 293 Reissue 1996). ~~Suspension from extracurricular activities for 1 calendar year.~~

POSTERS, SIGNS and PUBLICATIONS

A sponsor and an administrator must approve all posters, signs and publications before they can be displayed or distributed. Display areas are provided. ONLY painter's tape may be used to hang posters in the building.

R-KIDS

RKIDS is the school management portal for student information. Parents will be provided a username and password for their student's RKids account. Parents are encouraged to monitor their student's progress.Parent may contact the main office to set up an RKIDS account to access students grades, assignments, and attendance.

SCHEDULE CHANGE AND WITHDRAWAL FROM CLASS

Due to the time spent with the Individual Learning Plans and the focus spent on planning for a career, along with the commitments to hiring and resources being based on students' course requests, there are only a few ways a schedule will be changed: if there is an irresolvable conflict caused by the master schedule; if there was an "F" in the specific curriculum area on the previous report card; if a student picks up an approved class from Metro, UNO, or an internship; if the student is scheduled into a course for which credit was previously earned; if a course has been scheduled out of sequence (ex. French 2 before French 1); if a Senior is missing a class required for graduation; or if a student is scheduled with a teacher from whom he/she previously earned an "F" for the class in question. These changes *should* be made in advance of the start of the term, but must otherwise be made within the first TWO DAYS of the term.

Students' schedules will not be changed to secure a late start/early release or to leave early for work; to request a specific teacher; drop a semester/year long course prior to completion; to request a specific lunch period; to match a friend's schedule; drop a course that was requested to improve GPA and/or take a different course to raise GPA; drop a course to sign up for an online class instead; or drop a course that was requested because the student no longer "needs" the credit or has "lost interest" (students are encouraged to take a full load of classes to earn more than the minimum 240 credits required for graduation). Any requests for such schedule changes need to be directed to the counseling department prior to August 1.

After the second day of class, consideration will be given only to students who are academically misplaced. In rare circumstances during a term, a parent may wish to withdraw his/her student from a class against the educational recommendations of the high school counseling staff and administration. These students will be dropped with a "WF" for the term that counts against the student's grade point average.

Please note: Seniors must be enrolled in 3 out of 4 class periods per day (plus Homeroom) in order to be eligible for many commencement honors, scholarships, college admission and or varsity athletic participation. It is ultimately the student and parent/guardian's responsibility to ensure the student is enrolled in and participating in the number of courses required for these purposes.

SIXTH GRADE OUTDOOR EDUCATION COUNSELOR

Students may be ineligible to participate in the Outdoor Education experience if, during the present or previous semester, they were suspended. Attendance and academics must be in good standing.

STUDY HALLS

All students without a release privilege will be assigned a study hall during periods when they are not scheduled in a class. Students are required to attend assigned study halls. Students will face disciplinary actions for failure to attend assigned study hall and for inappropriate behavior in study hall.

TELEPHONES

The telephones located in the high school office are **business phones** and are to be used for that purpose only. In emergency situations, students may request to use an office phone.

TESTING POLICY OF RALSTON PUBLIC SCHOOLS

Ralston Public School follows the required state guidelines for standardized testing. The Board of Education shall receive an annual written report consisting of the results of all components of the school system performance program including, but not limited to, standardized norm-referenced assessments, criterion-referenced assessments, student performance, school system demographics, financial information, follow-up studies of graduates, and learning climate surveys. These reports shall be made available to all patrons of the district. (Polices IL and ILC)

1. Copies of the most recent standardized and criterion-referenced tests used in the district will be available for parental/guardian review. Requests should be made to the building principal. In the case of secure tests, such as the ACT, parents/guardians must contact the publisher.
2. Parents/guardians may obtain individual test results of their child by contacting the teacher or building principal.
3. Building principals will excuse a student from specific tests through written request by the student's parents/guardians when they object on political, moral, or religious grounds.

Parents have the option to opt out of mandated assessments. To opt out of a state mandated assessment a parent/guardian must provide a written notification to the school principal prior to the beginning of the assessment window.

THEFT

Any theft or attempted theft of school, student, or school employee property that occurs on school grounds or at a school activity may result in consequences including, but not limited to suspension and/or recommendation for reassignment or expulsion. Legal authorities will be contacted.

TRANSFER OR WITHDRAWAL FROM SCHOOL

If a student moves to another city, transfers to another school, or withdraws, he/she must obtain a withdrawal slip from the office. All textbooks and other materials belonging to the school must be checked in and fees paid before the student is released. School files or records concerning a student will be provided at no charge, upon request of the principal, to any public or private school to which the student transfers.

VENDING MACHINES

Vending machines are placed in the building for students' convenience. **Ralston High School is not responsible** in any way for the machines' malfunctions. Students are expected to dispose of containers and wrappers in the waste receptacles provided.

WEAPONS & FIREARMS (5049)

Weapons. No student may possess, handle, or transmit any weapon while on school grounds or at any school activity or event off school grounds except as permitted by this policy. No visitor under the age of 18 may possess, handle, or transmit any weapon while on school grounds or at any school activity or event off school grounds except as permitted by this policy.

Definition of Weapon. The term "weapon" means any object, device, instrument, material, or substance which is capable of causing injury in the manner it is used or intended to be used.

Firearms. No person may bring, possess, handle or transmit a firearm on school grounds, in a school owned vehicle, or at a school activity or event off school grounds, except as permitted by this policy. ***Definition of Firearm.*** The term "firearm, as defined in 18 U.S.C. 921, means 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, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, or any destructive device (excluding an antique firearm).

Consequences - Firearm. Any student who brings a firearm, as that term is defined in 18 United States Code 921, to school will be expelled from school for one calendar year. The superintendent of schools and the board of education shall have the authority to modify the expulsion requirement on a case-by-case basis.

Consequences – Weapon. State law and this policy provide that any student who violates this policy by knowingly bringing, possessing, handling or transmitting a weapon, other than a firearm, on school grounds, in a school owned vehicle, or at a school activity or event off school grounds may be suspended on a long-term basis, mandatorily reassigned, or expelled for the remainder of the school year in which the expulsion takes effect (if the misconduct occurs during the first semester) or the remainder of the second semester, summer school, and the first semester of the following school year (if the misconduct occurs during the second semester).

Confiscation of Firearms. Administrative and teaching personnel are statutorily authorized, without a warrant, to confiscate any firearm possessed in violation of this policy. By statute, any firearm that is confiscated by school personnel shall be delivered to a peace officer as soon as practicable. Such firearms are subject to being destroyed by law enforcement authorities.

Report to Law Enforcement Authorities. All school personnel are required to report any violation of this policy to a principal or the superintendent of schools. Pursuant to state and federal law, school personnel are required to report to law enforcement authorities when a student brings a firearm or weapon to school. (Board policy 5022)

ACTIVITIES AND ATHLETICS

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. Students who participate in extracurricular activities are subject to the rules, regulations, and stipulations in the entire student handbook. Students who violate the student handbook and/or the law of the state of Nebraska are subject to consequences up to and including not being allowed to participate in extracurricular activities.

ATHLETIC and ACTIVITY OFFERINGS

- **Fall Sports:** Volleyball*, Football*, Softball*, Boys Tennis*, Boys and Girls Cross Country*, Girls Golf*, Unified Bowling*
- **Winter Sports:** Boys and Girls Basketball*, Wrestling*, Boys and Girls Swim and Dive.*
- **Spring Sports:** Baseball*, Boys and Girls Soccer*, Girls Tennis*, Boys Golf*, Boys and Girls Track.*
- **Clubs and Activities:** ~~Acadec~~, Art Club, Cheerleading, Dance, Class Officers, Color Guard, Debate*, DECA, Drama, FCA, FCCLA, French Club, GSA, Green Club, HOSA, Instrumental Music*, Key Club, ~~Math Club~~, NHS, Spanish Club, Speech*, Student Council, Thespians, Vocal Music*, Yearbook, Educator's Rising, Skills USA, Robotics, RAMclucity.

Note: Sports and activities with a * are NSAA sanctioned activities and are subject to the by-laws of the NSAA. The NSAA by-laws can be found at nsaahome.org.

ACTIVITY TICKETS

All Ralston students may buy a Student Activity Ticket admitting them once to each regularly scheduled athletic event sponsored by Ralston, free or at a reduced price. All students who participate in extracurricular activities must purchase a Student Activity Ticket. These cards are not transferable and refunds will not be made. Students abusing the use of these cards may lose their privileges. Lost cards should be reported to the office and a new one will be issued for a charge of $5.00. The cost of a card is $40.00 per year. The $40 activity fee can be waived for students who are on the free and/or reduced lunch program. Students who wish to waive this fee must have the proper paperwork on file in the Principal's office.

ATHLETIC PARTICIPATION

Any student going out for athletics at Ralston High School will check out through the Athletic/Activities Director's office. In order to participate in athletics, the athlete must have on file in the Athletic/Activities Director's office, the following:

1. Completed Physical Form*
2. NSAA Student / Parent Consent Form*
3. Student Activity Ticket purchased
4. Completed Student Handbook Signature Form
5. Ralston athletes must participate in the "Impact Testing Program"
6. Complete paperwork from the Athletic Trainer's office.

An athlete will check out a lock from the Activities /Athletic office for use in the school locker rooms.

All athletes must have all equipment from other sports turned in before participating in the next sport.

*The physical form, consent form, and signature form can be found online at the school website, http://rhs.ralstonschools.org/

STUDENT ELIGIBILITY

Ralston High School adheres to the policies of the Nebraska State Activities Association (NSAA) in relation to student eligibility for NSAA sanctioned sports and activities. Those requirements are listed below with references to where the requirement can be found in the NSAA activity by laws.

In order to represent a Nebraska High School in interscholastic activities competition, a student must abide by eligibility rules of the Nebraska School Activities Association. A summary

of the major rules is given below. Contact the principal or activities director for an explanation of the complete rule.

2.2.1 Student must be a bonafide student of their member school and have not graduated from any high school. 2.2.2 After a student's initial enrollment in grade nine, he/she shall be ineligible after eight semesters of school membership beginning with his/her enrollment in grade nine. 2.3 Student is ineligible if nineteen years of age before August 1 of current school year. (Student in grades 7 or 8 may participate on a high school team if he/she was 15 years of age prior to August 1 of current school year.) 2.4.1 Student must be enrolled in some high school on or before the eleventh school day of the current semester. 2.5.1 Student must be continually enrolled in at least twenty credit hours per semester and regular in attendance, in accordance with the school's attendance policy at the school he/she wishes to represent in interscholastic competition. 2.5.2 Student must have been enrolled and received twenty hours of credit in school the immediate preceding semester. 2.6.2.1 Guardianship does not fulfill the definition of a legal parent. If a guardian has been appointed for a student, the student is eligible in the school district where his/her legal parent(s) have their domicile. Individual situations involving guardianship may be submitted to the Executive Director for review and a ruling. 2.6.3 A student entering grade nine for the first time after being promoted from grade eight of a two-year junior high, or a three-year middle school, or entering a high school for the first time after being promoted to grade ten from a three-year junior high school is eligible. After a student makes an initial choice of high schools, any subsequent transfer, unless there has been a change of domicile by his/her parents, shall render the student ineligible for ninety school days. If a student has participated on a high school team at any level as a seventh, eighth, or ninth grade student, he/she has established his/her eligibility at the high school where he/she participated. If the student elects to attend another high school upon entering ninth or tenth grade, he/she shall be ineligible for ninety school days. Student eligibility related to domicile can be attained in the following manners: 2.6.9.1 If the change in domicile by the parents occurs during a school year, the student may remain at the school he/she is attending and be eligible until the end of the school year or transfer to a high school located in the school district where the parents established their domicile and be eligible. 2.6.9.2 If the domicile is changed during the summer months and the student is in grade twelve and the student has attended the high school for two or more years, the student may remain at the high school he/she has been attending and retain eligibility. 2.6.9.3 If a student elects to remain at the high school where he/she initially enrolled after being promoted from grade eight of a middle or junior high school, or grade nine of a junior high school, he/she is eligible at that school, or is eligible at a high school located within the school district in which the parents established their domicile. 2.6.10 If the legal parents of a student change their domicile from one school district that has a high school to another school district that has a high school, the student shall be eligible immediately in the school district where the parents established their domicile. 2.7.7 Nebraska transfer students whose name appears on the NSAA transfer list prior to May 1 shall be eligible immediately in the fall. Those students whose name does NOT appear on the NSAA transfer list prior to May 1 shall be ineligible for ninety school days, with such transfers being subject to hardship waiver guidelines. 2.7.8 Nebraska transfer students must have signed and delivered all forms necessary to make such transfer to the school in which he/she intends to enroll for the 2019-2020 school year prior to May 1, 2019; for the student to be eligible. The school to which the transfer is being made must have notified the NSAA office via an NSAA online transfer form, no later than May 1, 2019. The student would become ineligible for ninety school days the next fall if the student were to change his/her mind and decide not to transfer. If such student were to transfer to the new school, but later decides to return to his/her former district before 90 school days have elapsed, such student will be ineligible in the former district for 90 school days, with the ineligibility period commencing at the start of the fall semester. Those students, who did not have their enrollment forms signed, delivered and accepted prior to May 1, 2019, shall be ineligible for ninety school days, with such transfers being subject to hardship waiver guidelines. 3.5 / 3.1 Once the season of a sport begins, a student shall participate in practices and compete only in athletic contests/meets in that sport, which are scheduled by his/her school. Any other competition will render the student ineligible for

a portion of, or all of, the season in that sport. The season of a sport begins with the first date of practice as permitted by NSAA rules. 3.5.1 During the season of a particular sport, athletes participating in that sport for a high school may attend, but may not physically take part, either as an individual or as a member of a team, in the sport activity in which instruction is being offered in the clinic, camp or school. *(Refer to 3.5.1.1 for exception in Swimming & Diving.) 3.6 A student shall not participate on an all-star team while a high school undergraduate. 3.7 A student must maintain his/her amateur status.

Further explanation of NSAA eligibility rules can be found at nsaahome.org. Parents/guardians and students can also contact the AD office at Ralston High School for clarification of any NSAA by- laws.

RISK OF INJURY WARNING

The purpose of this WARNING is to bring to your attention the existence of potential dangers associated with athletic and activity participation. Participation in any sport and/or 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,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 the best coaching, the use of the best protective equipment and the strict observance of guidelines, injuries are still a possibility.

It is understood that if an Inhaler/Epi-pen needs to be accessible, it will be the student's responsibility to provide a separate Inhaler/Epi-pen which will be kept with the coach's first aid supplies or training staff until the end of that sport season.

"BLUE CARDS" AND ELIGIBILITY

Students who participate in NSAA sanctioned activities must adhere to the following explanation of the school's "F" policy (also known as the "blue card" policy).

Each Friday the school will be provided a list from ESU 3 of all students currently participating in an NSAA sanctioned activity who are failing one or more classes. The activities director's office will then fill out blue cards for all students on the list; these blue cards will contain the student's name, the class he or she is failing, and a place for a signature from the teacher signifying that the student is no longer failing. The activity director's office will provide the blue cards to the coach or sponsor of the activity and that person will distribute the blue cards to their students/athletes.

The student then has until Wednesday 4 pm. to get his or her grade to passing, secure a signature from the teacher of each failing class, and deliver the blue card to the AD office or coach or sponsor (depending on the instructions of the coach or sponsor).

If the card is turned in by 4 pm. the Wednesday immediately following the Friday of issuance then the student continues to be eligible. If the blue card is not signed and turned in by 4 pm. Wednesday, the student is immediately ineligible for any participation in an NSAA sanctioned event. The student may practice while being ineligible unless the coach/sponsor and/or a parent/guardian determines that practicing is not in the best interest of the student.

Once a student secures a signature from the proper teacher(s) signifying he or she is passing all classes, the student is immediately eligible for competition. There is no mandatory sitting period.

Once a blue card has been issued to a student for a class he or she is failing and the student has not secured a signature from the teacher by the following Wednesday at 4pm., that student is not eligible for competition until a signature is secured. There is no restart the following Monday.

If there are questions or concerns about this process from a teacher, coach, sponsor, parent or student, the AD office should be contacted.

If a student is suspended from play due to the "F" policy, a parent/guardian will be contacted.

Other activities that are not NSAA activities may choose to participate in the blue card policy.

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, vocal music, band, speech, drama, FCCLA, Spanish Club, Art Club, Student Council, National Honor Society, DECA, HOSA, Green Club, Math Club, French Club, ACADEC, Key Club, class officers, FCA, Color Guard, Thespians, 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 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. 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 established 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, 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 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. Selling, using, possessing or dispensing alcohol, tobacco, narcotics, drugs, a controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. (Note: Refer to "Drug and Alcohol Violations" for further information).
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 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;
11. 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.
12. Repeated violation of any of the school 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 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.
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 dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
16. Willfully violating the behavioral expectations for those students riding Ralston Public School buses or vehicles used for activity purposes.
17. 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.
18. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
19. 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.
20. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.
21. 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.

REGULAR SCHOOL ATTENDANCE

Students who participate in clubs, activities, and athletics are expected to have a good attendance record at school. Unexcused absences from school and classes,, and/or excessive tardies, and/or lunch skips may lead to consequences in relation to participation in extracurricular activities. These consequences may include but are not limited to a warning, restricted practice time, restricted participation in events, suspension from participation, and possible removal from the team or activity. The previous list is not all-inclusive and are in addition to the policies of the coach or sponsor. Decisions on consequences will be made by the activities director in consultation with the coach or sponsor. A parent/guardian will be informed of decisions regarding consequences related to extracurricular activities.

Students are expected to attend practices, meetings, events, and other activities related to their particular extracurricular activity. Each coach and sponsor will have attendance policies and participants are subject to those policies.

ABSENCE AND ACTIVITY PARTICIPATION

Students may not participate in a school activity or practice unless they have been in attendance for three out of five periods or excused in advance for that school day.

Any student unexcused for any part of the school day who is also a member of an extracurricular activity, club, or team will not be allowed to participate in the activity, club, or team performance or practice with their team that day without approval from an administrator.

ACTIVITIES, CONFLICT IN SCHEDULING

If a student is involved in 2 different school activities and if each activity has an event scheduled for the same time, then the student must choose the event in which to participate. This decision should be made after the student has consulted parents/guardians and the sponsors involved.

If one of the events is a state or district event, the student may be expected to participate in the state or district event.

BEHAVIOR IN SCHOOL

Students who participate in clubs, activities, and athletics, are expected to behave in school. Any student suspended from school is prohibited from participating in or attending any extracurricular activity or practice until the suspension is over. The student is also subject to additional consequences in relation to extracurricular activities. The participant may also be subject to consequences of the coach or sponsor per his or her expectations.

Poor behavior at school can lead to consequences in relation to extracurricular activities. Poor behavior may be just a single event or a series of events where a student has accumulated a number of referrals and/or demerits. These consequences may include but are not limited to a warning, restricted practice time, restricted participation in events, suspension from participation for a specific period, removal from the team or activity, and/or suspension from attending or participating in extracurricular activities for up to one year. The previous list is not all-inclusive and are in addition to the policies of the coach or sponsor. Decisions on consequences will be made by the activities director, in consultation with the high school administration and the coach or sponsor. A parent/guardian will be informed of decisions regarding consequences related to extracurricular activities.

Students who participate in extracurricular activities are subject to the stipulations in the entire student handbook when participating in or attending any school event.

BEHAVIOR AT EXTRACURRICULAR EVENTS

Student participants in extracurricular activities are expected to follow the ideals of being respectful, being responsible, and being safe at all home and away events. Students and/or

participants are expected to display good sportsmanship and respect opponents, officials, fans, and all participants. Students are subject to stipulations in the entire student handbook while participating or attending school events at home or away. Violation of any part of the student handbook may result in school consequences determined by the administration and/or consequences related to activities.

HAZING, BULLYING, SEXUAL ASSAULT

Hazing, bullying, and sexual assault are all prohibited by the student handbook. All participants in extracurricular activities are subject to the stipulations in the student handbook. All student participants, head coaches, sponsors, assistant coaches, coach's aides and volunteers are not to engage in, encourage, or ignore any occurrences of hazing, bullying, or sexual assault (all defined at the end of this section). Any such occurrences observed by any person associated with any activity or sport should be reported to the activities director immediately. Student participants may report to the head coach or sponsor.

Bullying Defined

Bullying means any intentionally hostile or offensive verbal, written, graphic, demonstrative, electronic, or a physical act that has the purpose of exerting domination over another student through the act of intimidating, frightening, oppressing, or adversely controlling the student, and that is disruptive of the educational process, or any ongoing pattern of physical, verbal, written, graphic, demonstrative, or electronic abuse, on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, or at school-sponsored activities or school-sponsored athletic events. This may include, but is not limited to, verbal, graphic, written, or electronic activities such as name-calling, taunting, blackmailing, inciting to fight, terrorizing, or physical or demonstrative activities such as poking, blocking or impeding, following, hair pulling, mock hitting motions, intentionally bumping, tripping, and damaging clothing.

Hazing Defined

Hazing shall mean any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any organization. Such hazing activity shall include whipping, beating, branding, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act which endangers the physical or mental health or safety of any person.

Sexual Assault Defined

Sexual assault shall mean sexual assault in the first degree as defined in Neb. Rev. Stat. 28-319, sexual assault in the second degree as defined in Neb. Rev. Stat. 28-320, sexual assault of a child in the second or third degree as defined in Neb. Rev. Stat. 28-320.01, or sexual assault of a child in the first degree as defined in Neb Rev. Stat. 28-319.01, as such statutes now provide or may hereafter be amended. Sexual or intimate parts shall mean the genital area, groin, inner thighs, buttocks or breasts.

Reporting Procedures

If a head coach or sponsor witnesses, or gets a report of, or is presented evidence of bullying, hazing, or sexual misconduct by a student or students or other person or persons associated with the activity he or she is to report this to the AD immediately. If an assistant coach, coach's aide, volunteer, or other person associated with the activity witnesses, gets a report of or is presented evidence of bullying, hazing, or sexual misconduct by student or students or other person or persons associated with an activity, that person is to report the incident to the head coach or sponsor immediately and/or the Activities Director.
Included in the report should be the date and time of the alleged incident along with a summary. In addition, and name or names associated with the incident. This report should be given to the AD and not discussed with any other person.
Students who witness or know of bullying, hazing, or sexual misconduct taking place in any activity should report any information to the head coach or sponsor. The student can also report to the activities director.

DRESS FOR EVENTS

Student participants in extracurricular activities are expected to dress appropriately when travelling to and from away events. In addition to being subject to the student dress code in the student handbook, participants are subject to the dress and grooming expectations of the head coach or sponsor. The same stipulations apply to home events.

TEAM PICTURES

Team and individual pictures are taken by a professional photographer and students, parents, and/or guardians can make the appropriate arrangements for purchase (generally an order form is given to the students). The photo sessions are scheduled between the coach or sponsor and the photographer. Students not in attendance the day of the scheduled photo shoot will not appear in the pictures.

SOCIAL MEDIA

Ralston High School recognizes the importance and power of social media. There are many ways social media can enhance the experience of participants in extracurricular activities. Ralston High School encourages the positive use of social media to promote students and activities.

The misuse of social media by students who participate in extracurricular activities is subject to consequences. Examples of misuse of social media includes but is not limited to the following list.

1. Making profane or disparaging remarks about another student or students, a staff member, a sponsor or coach, or someone in the community.
2. Bullying another student or students, a staff member, a sponsor or coach, or someone in the community.
3. Use of language that is profane, sexist, racist, or otherwise disparaging to a certain group of people.
4. Sending out inappropriate pictures.
5. Use of social media for purposes that are in violation of the law.
6. Any other use of social media that a reasonable person could consider harmful to someone or to a group of people.

If it is brought to the attention of the AD office that there has been misuse of social media by a participant in extracurricular activities, an investigation will ensue and decisions will be made regarding consequences in consultation with the head coach or sponsor and the high school administrative team. These consequences may include but are not limited to a warning, restricted practice time, restricted participation in events, suspension from participation, and removal from the team or activity. The previous list is not all-inclusive and are in addition to the

policies of the coach or sponsor. A parent or guardian will be informed of any decision affecting a student's participation in extracurricular activities.

TOBACCO

Per school board policy, Ralston High School is a smoke free campus. The use of tobacco by anyone on campus is prohibited. The offending participant will visit with an administrator for school consequences. The participant will not be able to participate in any practices or contests during any suspension, and cannot practice, attend, or participate in any events the day of the possession or use. The student/athlete will be sent to the school nurse or counselor to follow his or her recommendations. The coach or sponsor may have additional consequences.

POSSESSION OR USE OF ALCOHOL AND/OR OTHER DRUGS

Student participants in extracurricular activities are subject to the student handbook and to the tobacco, drug, and alcohol policy contained therein. Students who participate in extracurricular activities are also subject to the athletic and activities portion of the handbook.

Any student who is participating in or plans to participate in any extracurricular activity and has been cited by the police for or found through investigation by school administration to have been using, in possession of, and/or under the influence of alcohol, marijuana, unauthorized prescription or OTC drugs, or other illegal drugs including paraphernalia or look-a-likes either at school or at school sponsored functions, whether they take place during the school day or outside the school day, on or off campus is subject to the following consequences:

Suspension from attending and participating in any RHS activity sanctioned by the NSAA ~~extracurricular activities~~ for a period that equates to 30% of each activities season that the student is currently participating in. If the activity includes competitions against other schools the student is suspended from 30% of the competitions instead of 30% of the season. This suspension can be reduced to 20% of the season or 20% of competitions if the student self-reports* and upon agreement to participate in a district approved evaluation and treatment program** at the expense of the student, parent, and/or guardian;
During the length of the suspension, the student is not allowed to attend any extracurricular activity as a spectator or participant;
If the student is out of season the consequences carries over to the next extracurricular activity in which the student participates;
If there is not enough season left to complete the suspension, the consequence carries over to the next extracurricular activity in which the student participates.
The student must complete all activities affected to the satisfaction of the sponsor or coach and activities director or the suspension starts over upon the next extracurricular activity in which the student participates;
The student may not join an activity once the suspension is announced in order to fulfill the requirements of the student's suspension.

Any student who is in an activity or activities that are not an NSAA sanctioned activity will be suspended from that activity for a period of 14 days; this 14 days must include at least 2 events or competitions. If there are not two events within the 14 day suspension the student will still be required to fulfill that part of the suspension even if the initial 14 days suspension has expired. Events do not include regular meetings. Events that qualify will be determined by the AD in

conjunction with the sponsor. Students who are in an NSAA sanctioned activity and other activities will serve both suspensions.

Some activities may have additional consequences that are not listed in this handbook. Students who participate in such activities will be informed of those consequences by the activity sponsor.

Any student who participates in any extracurricular activities-and has been cited by the police for or found through investigation by school administration to have been using, in possession of, and/or under the influence of alcohol, marijuana, unauthorized prescription or OTC drugs, or other illegal drugs including paraphernalia or look-alikes off school grounds and not at a school sponsored event at any time of the year is subject to the following consequences:

Suspension from attending and participating in any RHS activity sanctioned by the NSAA ~~extracurricular activities~~ for a period that equates to 30% of each activities season that the student is currently participating in. If the activity includes competitions against other schools the student is suspended from 30% of the competitions instead of 30% of the season. This suspension can be reduced to 20% of the season or 20% of competitions if the student self-reports* and upon agreement to participate in a district approved evaluation and treatment program** at the expense of the student, parent, and/or guardian;
During the length of the suspension, the student is not allowed to attend any extracurricular activity as a spectator or participant;
If the student is out of season the consequences carries over to the next extracurricular activity in which the student participates;
If there is not enough season left to complete the suspension, the consequence carries over to the next extracurricular activity in which the student participates.
The student must complete all activities affected to the satisfaction of the sponsor or coach and activities director or the suspension starts over upon the next extracurricular activity in which the student participates;
The student may not join an activity once the suspension is announced in order to fulfill the requirements of the student's suspension.

Any student who is in an activity or activities that are not an NSAA sanctioned activity will be suspended from that activity for a period of 14 days; this 14 days must include at least 2 events or competitions. If there are not two events within the 14 day suspension the student will still be required to fulfill that part of the suspension after the 14 days are over. Events do not include regular meetings. Events that qualify will be determined by the AD in conjunction with the sponsor. Students who are in an NSAA sanctioned activity and other activities will serve both suspensions.

Some activities may have additional consequences that are not listed in this handbook. Students who participate in such activities will be informed of those consequences by the activity sponsor.

Once a student has satisfied the terms of the activity suspension from NSAA sanctioned activities, from non NSAA sanctioned activities or both, the student can resume participation. If a student is not in any activity at the time of the suspension it carries over to the next activity or activities

the student participates in. A student cannot join any activity once the suspension is given as a means to satisfy the suspension.

*Self-report requires that the student report the violation within 24 hours to the student's coach/sponsor or to an administrator. If there is no school within 24 hours of the violation but there is practice or a competition the student must report the violation to the coach/sponsor or to an administrator on duty. If there is no school, practice, or competition within 24 hours of the violation the student must self-report at the next reasonable opportunity. All students are expected to be honest and forthright with school officials. In making a self-report, the student must identify the events that took place, location of the event, what conduct the student participated in and will be required to put this information in a written statement. In the event the student has received a criminal citation, charge, or ticket, and proclaims innocence of a violation, the student will be required to self-report such offense and provide information as to why he/she should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

**The student must participate in the treatment program if recommended by the evaluation. If the student does not complete any recommended treatment program the consequence reverts to the 30% of the season or competitions length of suspension.

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.
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. 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. The suspension may be imposed prior to the meeting if the meeting cannot reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practical. The student is responsible for cooperating in the scheduling of the meeting.
3. Notice Letter. Within three 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 send a written statement to the student and the student's parent/guardian. The statement will describe the student's conduct violation and the discipline imposed. The student and parents or guardian will be informed of the opportunity to request a hearing.
4. The student and parent or guardian may follow the due process procedures.

* The "blue card" procedures are outside of these procedures and information can be found in the "blue card" section.

In regard to activities that include practices for competitions, the student will be allowed to practice but must meet all attendance requirements expected of every participant.

SUBSEQUENT OFFENSES

A second offense of the drug and alcohol portion of the student handbook as it related to activities will result in a one year suspension from attending and participating in activities. A third offense and the student is suspended from attending and participating in activities until the end of the student's high school career.

DUE PROCESS

Students who participate in extracurricular activities and have their participation curtailed for violation of the code of conduct, attendance, behavior, breaking the drug and/or alcohol policy, or for any other reason have due process rights. Students who are suspended from extracurricular activities will have the reasons explained to them and their parent/guardian will be contacted with an explanation. Students held out of activities for the "F" or "Blue Card" policy will have their parent/guardian contacted by their coach or sponsor or the AD. Due process for activities will consist of the following process:

1. An appeal is made to to the high school Principal. The Principal will inform the student and parent or guardian of the decision in writing within 3 school days.
2. An appeal is made to the district Superintendent. The Superintendent inform the student and parent or guardian of the decision in writing within 3 school days.

All appeals must be in writing and within five days after the notice of consequences to the student and parent or guardian and within 5 days of subsequent decisions by school administrators.

FACILITY USAGE / ATHLETIC LOCKERS

Students may use the physical education/athletic areas after school only if a sponsor is present. Priority for facility usage will be given to organized extracurricular activities and/or classes at Ralston High School. Use of facilities should be arranged in advance through the activities director's office. No student is to be in the physical education areas or using school facilities without supervision.

Students who participate in sports will be checked out a locker and will be provided a lock for a fee of $5. It is the athlete's responsibility to take care of the lock and locker. All clothing and equipment should be removed by the participant after each season. The Ralston School District is not responsible for lost or stolen articles or articles left in lockers after the season or school year is over. Students may not switch locks or lockers once they have been checked out without permission. Students are not to share lockers. Vandalizing or damaging school property will result in school consequences as well as consequences related to activities.

TEAM SELECTION

Head coaches and sponsors will make decisions regarding which students will be selected to participate in any given activity. The coach or sponsor will also make decisions as to what level each student will participant (freshman, reserve, junior varsity, varsity). If a coach or sponsor determines that a cut will be made, he or she will announce the process in advance of any tryouts. Any student who is cut from any activity will have the opportunity for an evaluation if requested. The head coach or sponsor will determine the evaluation process. Students not selected for an activity or sport will be given the opportunity to tryout for a another sport that season if so desired.

PLAYING TIME

The amount of playing time and/or participation in an an activity is determined by the coaching staff or sponsor of that activity. Playing time and participation is determined by a number of factors and is up to the discretion of the head coach or sponsor and assistants.

EQUIPMENT AND UNIFORMS

Any equipment supplied by the school district to participants in any extracurricular activities must be returned at the end of season. Students will be issued appropriate fines for any school property not returned. Students can also be fined for the damage or loss of any equipment and/or uniforms put in their charge. All fines must be paid or equipment (including uniforms) returned before a student is allowed to participate in any other activity or, in the case of a senior, before receiving a diploma. Participants are expected to take proper care of any equipment or uniform supplied by the district.

INCLEMENT WEATHER

If school must be canceled or dismissed early because of inclement weather, practices and contests will be postponed as a rule. Occasionally, weather and road conditions clear by early afternoon, if it is determined that athletes can travel safely, a varsity practice or contest may be held with permission from the athletic director in conjunction with the Superintendent or his designee. Certified staff members are directly responsible for all students under their supervision at any school-sponsored activity. When severe weather strikes, staff members will determine what action will be in the best interest concerning safety for their students. At away events when severe weather becomes a concern, coaches/sponsors along with bus drivers will determine the best course of action to be taken. Coaches/sponsors will make every effort to keep students, school officials and parents informed of any changes or deviations from the normal routine if weather dictates that such actions are necessary.

TRANSPORTATION

The District generally will provide transportation to away events. There are occasions where students are allowed to drive. Any student who drives must have a permission slip signed by a parent or guardian on file in the activity director's office prior to the event. Students who ride with other students must also have a permission slip signed by a parent or guardian in the AD's office prior to the event. Parents wishing to pick up students from school-sponsored activities may do so at any time. However, if return transportation is being provided and the student is not returning with the school group, coaches, sponsors, or school officials must be notified. No student will be released to anyone other than their parent or guardian, or an adult designated by the parent/guardian.

INSURANCE

The Ralston Public Schools provides no insurance coverage and is not responsible for any such expenses. It is the responsibility of the parents/guardians to provide adequate insurance to cover any medical expenses which may be incurred while a student is participating in a school sponsored activity. This insurance may be under a family coverage plan.

COMMUNICATION PROTOCOL

If a student and or parent has a concern the proper communication protocol will be followed:

1. Student participant meets with coach(es) to try to solve the issue;
2. If the problem still exists, the parent can email or call the coach to make an appointment for a meeting. The coach will inform the AD about the meeting and what the concern is.
3. If the student/parent still have a concern, the parent will then email or call the activities director to set up a meeting.
4. If a resolution to the issue is not obtained after meeting with the AD, the parent will call or email the Principal of the high school to meet.

5. If the situation is still not resolved, the parent can call the Central Office and request a meeting with the Superintendent or his or her designee.

Anonymous letters or other forms of anonymous communications involving a complaint or other issue sent to any coach or sponsor or any administrator may or may not be dealt with depending on the subject matter of the letter. The Ralston Public Schools strongly discourages the use of anonymous letters, or other forms of anonymous communication to express a complaint or other issue. The AD, Principal, Superintendent or his or her designee will not discuss playing time and will not talk about other players on the team.

SPECTATOR EXPECTATIONS

Ralston parents, families, and fans are expected to display good sportsmanship at home and away events. Encourage our team and your athlete, respect the opponents and their fans, accept the decisions of the officials, and accept the outcome. Fans who behave in a manner inconsistent with good sportsmanship by berating officials, making disparaging comments about anyone, or engage in behavior that may put others at harm may be asked to leave the event and could be banned and barred from Ralston Public School property. All parents/guardians, families, and fans are asked to cooperate with on-site supervisors who may include Ralston administrators, staff, and/or coaches. Law enforcement will be called if deemed necessary by on-site supervisors.

ATHLETIC AWARDS

The following is a list of the different athletic awards presented to the athletes at Ralston High School:

Dozen Award

An award presented to any senior who participates in three sports a year for all four years. The student athlete must finish each sport in good standing (athletes who quit or are removed from a sport for disciplinary reasons are not eligible).

Athlete of the Year Award

An award presented to one male and one female athlete at the end of each school year who meet certain criteria in addition to showing superior athletic ability. Students are nominated by head coaches and chosen by a vote of head coaches. The criteria for the athlete of the year award include being a junior or senior, displaying superior ability in athletics, and not being suspended from sports or school during the year of selection. Other possible considerations include attendance at school, behavior at school and events, character, support of Ralston High School.

Spirit Athlete Award

Given to one male and one female athlete at the end of each school year who have demonstrated quality leadership and support of his or her activity and has shown support for other activities at RHS. Students are nominated and voted on by head coaches. Nominees must be seniors and cannot have had a suspension from school or extracurricular activities during the year of selection. Other considerations are attendance at school, behavior at school, character, and support of Ralston High School in general.

School Letters

Lettering in any school activity is based on the criteria set up by each individual head coach or sponsor. The only requirement from the AD office is that the student finish the season in good standing (the participant has not been removed from the team or quit).

Ralston Wall of Fame

Athletes recognized in the Ralston Wall of Fame must meet at least one of the following criteria:

- Win an individual or team state championship in state competition sponsored by the Nebraska Schools Activities Association;
- Be selected 1st team class A/B by either the *Omaha World-Herald* or *Lincoln Journal Star;*
- Be selected as a male/female athlete of the year
- Be selected as a male/female spirit athlete of the year;
- Set an individual school record in any activity.
- Be selected as activities student of the year.

Awards Night Ceremonies

At the discretion of the coaches/sponsors, an awards ceremony may be organized to recognize students for their achievements following their season. Coaches and parent representatives will pick a night, format, and location for this ceremony. Coaches will present letters, certificates, etc.

The dozen awards, athlete of the year awards, and spirit awards are given at the Senior or Underclass awards ceremonies.

NCAA CLEARINGHOUSE

The National Collegiate Athletic Association (NCAA) has established guidelines that Division I and II member schools must follow before awarding scholarships and granting eligibility to high school students who wish to compete as freshmen on college athletic teams after completion of high school. THE CLASS OF 2017 MUST BE AWARE OF NCAA REGULATIONS! Student athletes who wish to participate in NCAA Division I or Division II sports MUST BE CERTIFIED by the NCAA initial-Eligibility Clearinghouse which will analyze your academic information to determine if you meet NCAA initial eligibility requirements. The three steps for being certified are clearly explained online at www.ncaaclearinghouse.net.

Students who have questions should see guidance office regarding items such as whether a college is a Division I or II institution in the sport in which they are interested. Students interested in participating in athletics at NCAA Division III colleges, or NAIA colleges should obtain the appropriate athletic guidelines that pertain to these institutions.

CONCUSSION AWARENESS

Pursuant to Nebraska Statute 71-9104 (The Nebraska Concussion Awareness Act) the following information is provided to students, parents, and/or guardians.

Heads Up: Concussion in High School and Middle School Sports A Fact Sheet for Parents

What is a concussion?

A concussion is a brain injury. concussions are caused by a bump, blow, or jolt to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even a “ding” or a bump on the head can be serious.

What are the signs and symptoms of concussion?

You can't see a concussion. signs and symptoms of concussion can show up right after the injury or can take days or weeks to appear. If your child reports any symptoms of concussion, or if you notice the symptoms yourself, seek medical attention right away.

Signs Observed by Coaching Staff	Signs Reported by Athlete	Signs Observed by Parent(s)
Appears dazed or stunned	Headache	Appears dazed or stunned
Is confused about assignment	Nausea	Appears confused
Forgets plays	Balance problems or dizziness	Forgets known items
Is unsure of game, score, or opponent	Double or fuzzy vision	Is unsure of name, usual surroundings
Moves clumsily	Sensitive to light or noise	Moves clumsily
Answers questions slowly	feeling sluggish	Answers questions slowly
Loses consciousness	Feeling foggy or groggy	Loses consciousness
Show behavior or personality changes	Concentration of memory problems	Shows behavior or personality changes
Can't recall events prior to hit on the head	Confusion	Can't recall events prior to hit on the head
Can't recall events after the hit on the head		Can't recall events after the hit on the head

What should you do if you think your child has a concussion?

1. Seek medical attention right away. A health care professional will be able to decide how serious the concussion is and when it is safe for your teen to return to sports.
2. Keep your child out of play. Concussions take time to heal. Don't let your child return to play until a health care professional says it's OK. Athletes who return to play too soon -- when the brain is still healing -- risk a greater chance of having a second concussion. Second or later concussions can be very serious. They can cause permanent brain damage, affecting your child for a lifetime.
3. Tell all of your child's coaches and the school athletic trainer about any recent concussion. Coaches should know if your child had a recent concussion in ANY sport. Your child's caches may not know about a concussion your child received in another sport or activity unless you tell them. Knowing about the concussion will allow the coach to keep your child from activities that could result in another concussion.
4. Remind your child. It's better to miss one game than the whole season.

WHEN IN DOUBT, SIT THEM OUT!

Heads Up: Concussion in High School and Middle School Sports

• A Fact Sheet for Student-Athletes

A concussion is a brain injury that:

- Is caused by a bump, blow, or jolt to the head.
- Can change the way your brain normally works.
- Can range from mild to severe.
- Can occur during practices or games in any sport.
- Can happen even if you haven't been knocked out.
- Can be serious even if you're just "dinged" or had your "bell rung"

How can I prevent a concussion?

- It's different for every sport. But there are steps you can take to protect yourself from concussion:Follow your coach's rules for safety and the rules of the sport.
- Practice good sportsmanship at all times.
- Use proper sports equipment, including personal protection equipment. In order for the equipment to protect you, it must: 1. Be appropriate for the game, position, and activity. 2. Be well maintained. 3. Properly fitted. 4. Used every time you play.

How do I know if I've had a concussion?

- You can't see a concussion, but you might notice some of the symptoms right away. Pay attention to how you are feeling after any bump, blow, or jolt to the head.
- If you notice any of the symptoms, tell your parents, coach, and school athletic trainer right away.
- Other symptoms of a concussion can show up days or weeks after the injury.
- It's best to see a healthcare professional if you think you might have a concussion. An undiagnosed concussion can affect your ability to do schoolwork, other everyday activities, as well as your athletic play. An undiagnosed concussion also raised your risk for additional, serious injury.

What are the symptoms of a concussion?

- Nausea (feeling like you might vomit)
- Balance problems or dizziness.
- Double or fuzzy vision
- Sensitivity to light or noise
- Headache
- Feeling sluggish
- Feeling foggy or groggy
- Concentration or memory problems (such as forgetting plays)
- Confusion

What should I do if I think I have a concussion?

- Tell your coaches, parents, and school athletic trainer
- Never ignore a bump,blow, or jolt to the head
- Get a medical check-up. A health care professional can tell you if you have had a concussion and when you are OK to return to play.
- Give yourself time to recover. If you have had a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have a second concussion. Second or later concussions can cause permanent brain damage, and even death in rare cases. Severe brain damage can change your whole life.

- Tell your coaches and the school athletic trainer if one of your teammates might have a concussion.

As a reminder, always report any injury to your coach and school athletic trainer right away. It's better to miss one game than the whole season. Take care of yourself and enjoy your participation in athletics. When in doubt, sit them out!

MISCELLANEOUS RIGHTS AND RESPONSIBILITIES

ACCIDENT INSURANCE

All students are given the opportunity to participate in a group accident insurance plan provided by an independent carrier. The fee is nominal and covers an accident en route to and from school, on school grounds, during school sponsored events, and intramural and interscholastic athletics except football. All students participating in athletics are required to have accident insurance (either a family policy or the school's plan) or sign a responsibility waiver. Football insurance is available at a higher cost. The Ralston School District is not liable for injuries to students, nor can they pay the medical costs for accidents that occur in athletic contests, on school premises, at school activities, or on the way to and from school.

EXPEDITED APPEALS PROCEDURE

Effective procedures will be developed, including an expedited appeals procedure, by which concerned parents, students, teachers, and area residents will be able to directly participate in local decisions that impact programs offered under this act.

INTERROGATIONS AND SEARCHES

School officials will respect the privacy of students pursuant to the provisions of law, and the policies of the school district. (Board policy 5022)

1. Law enforcement representatives wishing to interrogate students at schools must show proper credentials.
2. Law enforcement representatives shall not interrogate a student on school premises unless it is an extraordinary matter in scope that necessitates the questioning of the student on school premises. In such a case, the principal or designated school representative shall be present during the interrogation.
3. School authorities shall make reasonable attempt to contact students' parents or guardians before interrogation is permitted.

School representatives may search lockers, personal belongings, and vehicles that students drive to school when there is reasonable cause to do so. This includes, but is not limited to, clothes, book bags, purses, books, and gym bags.

The district superintendent or designee may authorize the use of a canine trained in the detection of narcotics, explosives or any other contraband at any time. (Board policy 3045)

The district superintendent or designee may authorize the use of preliminary breath tests (or alcohol sensors) on school property and/or school sponsored activities.

PARENTAL/GUARDIAN INVOLVEMENT IN EDUCATIONAL PRACTICES

The Ralston Public School District recognizes the importance of parental/guardian involvement in the education of children.

Parental/Guardian Review of Textbooks and Other Materials

The District will provide access to textbooks and other curriculum materials used in Ralston Schools. (Board policy 5018)

1. Textbooks may be checked out by parents/guardians for review. Other curriculum materials, including video and audio recordings and teacher manuals, can be reviewed by parents/guardians within a time frame which does not disrupt the

instructional process. Requests should be made to the teacher or the building principal.

2. If parents/guardians object to textbooks or other materials used in the district, they may file a written request with the building principal to request that these textbooks or other materials be reviewed by a committee of teachers and parents/guardians.

Parental/Guardian Attendance at Courses, Assemblies, Counseling Sessions, and Other Instructional Activities

Parents/guardians are always welcome in the buildings, but they must check in at the office at the time of arrival. (Board policy 5018)

1. Parents/guardians are invited to make appointments with the teacher or building principal to attend and observe classes, assemblies, and other instructional activities.
2. School counseling service providers are bound by law to notify parents/guardians if there is danger to the student, danger to others, or involvement in illegal activities. Parents/guardians will be notified of on-going counseling sessions. Permission to attend counseling sessions may be granted to parents/guardians by the principal after consultation with the student's counselor.

Parental/Guardian Option to Remove From Classroom Instruction and Other School Experiences

Building principals may excuse a student from specific classroom instruction and other school experiences through a written request by the student's parents/guardians when they object on political, moral or religious grounds. Alternative assignments of comparable effort may be provided for the student by the school.

Parental/Guardian Access to Student Records

Parents/Guardians may review their child's files and records at any time. The building principal is responsible for maintaining and protecting the privacy of such files. Outside agencies, such as, but not limited to, physicians, probation officers, psychologists, child guidance clinics, and other reputable agencies who are working with the child, may access these files with parental/guardian consent or by court order. (Board Policy 5016)

Parental/Guardian Notification of Student Surveys

All internal surveys which are intended to gather information from students in the district will be approved by the building principal prior to being made available to students. Student participation in surveys is voluntary.

All surveys from external sources will be approved by the Superintendent. Student participation in surveys is voluntary. Parents/guardians will be notified in writing prior to school district participation in surveys by students and may restrict their child from participating in any survey through written request. (Legal reference: 79-531, 79-532)

Notice of Parental/Guardian Rights

The Family Education Rights and Privacy Act and the Nebraska Public Records Law authorize school districts to make "directory information" available for review at the request of non-school individuals. These laws also give parents/guardians a voice in the decision-making process regarding the disclosure of directory information regarding their children.

Directory information is information from an education record of a student which would not generally be considered harmful or, if it were disclosed, an invasion of privacy. For example, an athletic program which lists the names of team members, their heights and/or weights and an academic program which lists the names of students receiving academic awards both contain directory information. Directory information includes the following information about a student:

Name Awards and recognition received

Address (School Directory only)
Current School
Grade Level
Pictures
Career Interest
Participation in activities and sports
Weight and height of athletic team members

By federal and state law, schools may release directory information **unless a student's parents/ guardians file a written objection.** If you wish to restrict all information for your student, please submit the appropriate form at Ralston Public Schools' Central Office (8545 Park Drive, Ralston, NE). The form should be completed by September 1 of the academic year.

The Ralston Public Schools has defined directory information **for media purposes.**

Several times during the school year, local media (TV, radio, newspaper, etc.) visit Ralston schools for newsworthy items, school happenings, holidays, local interest items and interview/photograph students for newspaper articles, TV news items, and promos. Media events are considered directory information.

The Ralston Public Schools has defined directory information for the **use of the Web**.

All Ralston schools and district Internet Web pages are considered directory information. Internet Web pages (schools and district) may contain pictures and names of students.

Internal/External use of information. The school district will be able to use this directory information for internal school purposes and to share it with other educational institutions and professionals in accordance with law. Please refer to this student handbook referencing Parental/Guardian Access to Student Records. (Board Policy 5017)

VISITORS TO SCHOOL

The Board of Education and staff of the District welcome visits to the schools. Such visitations will be governed by those rules and regulations established by the district to provide a safe environment.

I. In accordance with building and District safety procedures, parents/guardians, students, and others may visit schools. These visits shall be in compliance with all building and District safety guidelines. The principal or appropriate Central Office administrator authorizing the visits shall consider the following
    A. Disruption to the educational environment;
    B. Distraction to students and staff;
    C. Confidentiality for students and staff;
    D. Safety of students and staff.

II. Parent/Guardians
    A. Parents wishing to attend and monitor courses, counseling sessions, and other instructional activities, must obtain prior approval of the appropriate teacher, counselor, or administrator as defined by the building handbook.
    B. Parents attending or monitoring courses with prior approval who, by their conduct or presence, interfere with the educational process or constitute an interference with school purposes, will be asked to leave.
    C. Parents attending building assemblies, building activities, classroom activities/parties during school hours will sign in at the office in accordance with building procedures.
    D. Unless otherwise restricted by law or court order, parents/guardians may visit their child's class.
    E. All visitors will report to the school office.

III. Visitation by Students
    A. Visits by students from other school districts or buildings must be cleared through the building principal. If approval is given, a visitor's pass will be issued.

B. Children below legal school age wishing to visit the school must be accompanied by their parent or guardian
C. Non-students (graduates, etc.) will not be allowed to visit in a building without special permission from the building principal.

IV. Program Visitation
A. Persons wishing to visit schools for the purpose of viewing new programs, organizational patterns, facilities, etc. must obtain clearance from the appropriate Central Office administrator.

STUDENT FEES, FINES AND CHARGES

PART ONE:

The district's general policy is to provide for instruction in accordance with the Nebraska State Constitution. The district offers some activities, programs, and services that extend beyond the minimum level of constitutionally required free instruction and as such may require additional expenditures which are properly borne by students as a separate charge. Such charges shall be kept to a minimum to maintain the activity, program or service. Students qualifying under part 3 of this policy may receive a fee waiver. No fees, materials, specialized or non-specialized attire or equipment shall be required of students except as expressly permitted below.

A. Extracurricular activities and spectator events: A fee will be charged for participation in extracurricular activities and to spectators of extracurricular activities. Each school building shall annually submit its extracurricular fee list to the District for approval and publication in that school's handbook.

1. Fees may be charged for participation in extracurricular activities. Extracurricular activities are those activities or organizations where student participation is voluntary and does not count toward graduation or advancement between grades.
2. Schools may require students to furnish specialized equipment and attire, or pay a reasonable fee for use of district owned equipment and attire, for participation in extracurricular activities including such activities as extracurricular music.
3. Clubs, teams and organizations for which there may be a fee required for participation may also, as a club, team or organization, decide to make purchases, and may fundraiser and/or seek donations according to district policy to assist in the funding of such purchases, which may include, but are not limited to, apparel and trips. The decision of an organization to require members to participate in fundraising or otherwise fund purchases is not a fee charged by the District.
4. Fees may be charged for admission to activities and events which occur at the facilities of Ralston Public Schools and for transportation to and from activities and events which occur at other schools, when those activities do not count toward graduation or advancement between grades and when student participation is voluntary.
5. A school may sell an activity ticket that admits students to activities and events that do not count toward graduation or advancement between grades.
6. Field trip fees may only be charged if participation by the student is voluntary and it does not relate to the required curriculum or if the field trip occurs after school hours and does not count toward school attendance.

B. Minor personal consumable items: The district may require students to be responsible for the purchase of minor consumable items that are used by the student for extracurricular activities. The District will establish a master list of those items, which are considered minor personal consumable items, which may be required. Each school building shall choose those items on the list, which it will require of students attending the school. No item, which is not on the District's master list, will be required. Each school shall annually submit its list of required personal consumable items to the district for approval and publication in that school's handbook.

C. School Store: The District authorizes the operation of school stores in which students may purchase food, beverages and personal or consumable items. A school store need not have a permanent physical presence and may provide order forms for students to voluntarily purchase items from the school or another vendor. School stores may stock required personal and consumable items and make such items available to students for voluntary purchase. Schools may not require students to purchase an item directly from the school store.

D. Clothing: In addition to school guidelines about general appropriateness of attire, school buildings may require students to furnish and wear non-specialized clothing meeting general guidelines for the specified courses and activities, if the guidelines are reasonably related to the course. Each school's clothing guidelines shall be submitted to the District for approval and publication into the student handbook.

E. Musical Instruments: Students who take an elective band course shall be required to supply their own instrument or rent an instrument except those students who qualify under part 3 of this policy. For those students qualifying under part 3 the District shall not be required to provide for the use of a particular type of musical instrument for any student. The District shall supply the music for such courses.

1. Personal supplies related to musical instruments including, but not limited to, items such as reeds, cork lubricant, pipe cleaners, cleaning cloths and other supplies of general upkeep and considered personal consumable items shall be the responsibility of the student.
2. Schools may require students to furnish their own musical instruments, stands, music and specialized attire for participation in extracurricular music organizations and activities.

F. Lost or damaged school property: A school may require a student to reimburse the school district for repair or replacement of school district property, which is entrusted to the student and is lost or damaged, as well as property of the district damaged through the acts of a student. The Board of Education authorizes assessment of fines for damaged, lost or overdue books purchased by the district and loaned to students free of charge.

G. Donations: The District may request donations of money, materials, equipment or attire to help defray costs of educational programs. The request for donations will clearly indicate the request as a donation and not a requirement.

H. Parking: Students may be required to pay to park their cars on school property. The district shall annually determine the amount to be charged for parking and publish it in the student handbook.

I. Yearbook, class rings and other optional purchases: Students may be charged for the purchase of items such as yearbooks, class rings, class sweatshirts, graduation announcements and other such voluntary purchases.

J. Graduation attire: Students may be required to pay the necessary fee to cover the cost of graduation attire required to participate in graduation ceremonies.

K. Food: Students may be charged a fee for the purchase of breakfast and/or lunch. Students may be charged for the cost of food, beverages, and the like that students purchase from a school store, a vending machine, a booster club or similar sources. Students may be required to bring money or food for field trip lunches and similar activities.

L. Summer school: The District may annually set fees for student participation in classes offered during the summer. Any and all fees collected pursuant to this subsection shall be deposited into, and expended from, the Student Fee Fund.

M. Night school/Adult education: The District may annually set feed for student participation in classes offered to students taking classes through the district's night school/adult education program. Any and all fees collected pursuant to this subsection shall be deposited into, and expended from, the Student Fee Fund.

M. Post-Secondary education costs: A student may be charged the actual tuition and fees associated with obtaining credits from a post-secondary educational institution when a student receives both high school credit and post-secondary education credit from a course being taken as part of an approved accelerated or differentiated curriculum program. Any and all fees collected pursuant to this subsection shall be deposited into, and expended from, the Student Fee Fund unless paid directly to the post-secondary educational institution.

N. Student files and records: Fees may be charged for copies of student files or records. Parents of students have the right to inspect and review the student's' file or records without the payment of a fee, and no fee shall be charged to search for or retrieve any student's files or records.

PART TWO:
Student Fee Fund
Fees that are charged to students pursuant to PART ONE, subsections A.1, A.2, L, M, and N shall be deposited into the Student Fee Fund and expended for the purpose for which they were collected from students.

PART THREE:
Waiver of Student Fees
Fees that are charged pursuant to PART ONE, subsections A and E shall be waived for students who qualify for participation in the free or reduced-price lunch program under United States Department of Agriculture child nutrition programs. Actual participation in the free and reduced-price lunch program is not required to qualify for waivers in this section. All students shall be provided forms at the beginning of each school year, upon enrollment in the District, or at the request of the student, which provide the necessary information and permit the District to use this information to determine eligibility for fee waiver. Criteria for fee waiver will be the same as the criteria for participation in the free and reduced-lunch program. Application forms for fee waivers are available from each building Principal. Once the school district has received a student's completed fee waiver application form, and has verified the student's eligibility, waiver of the fee shall be granted for the student. The District is not obligated to provide any particular type or quality of equipment or other material to eligible students.

****RALSTON PUBLIC SCHOOLS FEE LIST UPDATED FOLLOWING THE JULY 17th, 2018 BOARD MEETING. THE FOLLOWING FEES ARE ALL SUBJECT TO CHANGE**

RALSTON HIGH SCHOOL FEE LIST

Fees Not to Exceed:
Extracurricular Activity Fee: $40.00 includes activity ticket
Transcripts: $5.00
Summer School: $175 resident, $225 non-resident
Night School: $300 maximum per class
Breakfast Prices: $2.50 Reduced: $0.30
Lunch Prices: Main $2.80, Reduced Lunch: $0.40

Milk 8 oz: $0.50 Orange Juice 4 oz: $0.50

Replacement School ID : $5.00
Lost/Damaged library and/or classroom textbook: replacement cost
Lost/Damaged clothing/equipment: replacement cost

Required clothing for classes and extracurricular activities
Gym Shorts and Cotton T-shirt
Undergarments
Swimsuit (PE and swimming)
Towel (PE and swimming)
Rubber soled athletic shoes
Socks
FCS (Year 2 & 3): white shirt, black pants, black shoes, and socks
Medical Technology 1 & 2: Lab Coat and Scrubs

Specialized Equipment or Clothing
Shoes appropriate for the activity
Undergarments appropriate for the activity
Gym Shorts and Cotton T-shirt
Athletic socks
Golf clubs, practice golf balls, tees.
Baseball glove / softball glove, bat(s)
Tennis racket
Soccer shin guards

Optional Fees -Not Required
Ralston High School Activity Ticket-$40.00
Physicals for Sports-$50.00
Ralston High School Yearbook-$75.00
Parking-$5.00
Graduation attire-$50.00
Student Picture Packages-$15-$25
Team Picture Packages - $15 - $25
Cheer and Pom Uniforms: $1200.00
Choir: $350 for competition shirt, pants, ties, dress, shoes and stockings
Books and materials for personal ownership
Printed clothing
Extracurricular activities admission – Maximum $25.00 per event
Extracurricular activities travel fee – Not to exceed $4800 per event

Certification (Optional to student)
Red Cross Lifeguard certification: $75.00

Donations / Fundraising
As approved by Superintendent or designee.

Anti-Bullying Prevention and Positive Student Behavior

Bullying Prohibited. Bullying disrupts a school's ability to educate students, threatens public safety by creating an atmosphere in which such behavior can escalate into violence.

Bullying Prevention and Education. Students and parents are encouraged to inform teachers or administrators orally or in writing about bullying behavior or suspected bullying behavior. School employees are required to inform the administrator of all such reports. The appropriate

administrator shall promptly investigate all such reports. Each building shall engage in activities, which educate students about bullying and bullying prevention.

Bullying Defined. Bullying means any intentionally hostile or offensive verbal, written, graphic, demonstrative, electronic, or physical act that has the purpose of exerting domination over another student through the act of intimidating, frightening, oppressing, or adversely controlling the student, and that is disruptive of the educational process, or any ongoing pattern of physical, verbal, written, graphic, demonstrative, or electronic abuse, on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, or at school-sponsored activities or school-sponsored athletic events. This may include, but is not limited to, verbal, graphic, written, or electronic activities such as name-calling, taunting, blackmailing, inciting to fight, terrorizing, or physical or demonstrative activities such as poking, blocking or impeding, following, hair pulling, mock hitting motions, intentionally bumping, tripping, and damaging clothing.

AHERA NOTIFICATION

In the past, asbestos was used extensively in building materials because of its insulating, sound absorbing, and fire retarding capabilities. Virtually any building constructed before the late 1970s contained some asbestos. Intact and undisturbed asbestos materials generally do not pose a health risk. Asbestos materials, however, can become hazardous when, due to damage or deterioration over time, they release fibers. If the fibers are inhaled, they can lead to health problems, since as cancer and asbestosis.

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA) which requires schools to be inspected to identify any asbestos containing building materials. Suspected asbestos-containing building materials were located, sampled (or assumed) and rated according to condition and potential hazard. Every three years, Ralston Public Schools has conducted a re inspection to determine whether the condition of the known or assumed asbestos containing building materials (ACBM) has changed and to make recommendations on managing or removing the ACBM. At the last re-inspection conducted on January 22, 2013 all materials listed in the Management Plan as asbestos containing (or assumed to be asbestos-containing) were inspected and found to be in good condition.

The law further requires an asbestos management plan to be in place. Ralston Public Schools developed a plan, as required, which has been continually updated. The plan has several ongoing requirements: publish a notification on management plan availability and the status of asbestos activities; educate and train its employees about asbestos and how to deal with it; notify short-term or temporary workers on the locations of the asbestos containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos containing building materials; and survey the condition of these materials every six months to assure that they remain in good condition.

The following buildings contain no asbestos-containing building materials; therefore, no operations and maintenance programs or future inspections are required: Ralston Middle School. During the past year, asbestos containing building materials have been removed, encapsulated, or enclosed in the following buildings: Mockingbird kitchen storage. During the next year, we plan to conduct the following asbestos related activities at the following school buildings removal of

kitchen storage room floor tile at Mockingbird Elementary.

It is the intention of Ralston Public School District to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure students and employees a healthy and safe environment in which to learn and work. You are welcome to review a copy of the asbestos management plan in school district administrative office or administrative office of the school during regular business hours. Pat Flinn is our designed asbestos program coordinator, and all inquiries regarding the asbestos plan and asbestos-related issues should be directed to 402-898-3460.

HOMELESS CHILDREN AND YOUTH

Homeless students generally include children who lack a fixed, regular, and adequate nighttime residence, as further defined by applicable state and federal law.

It is the school's policy not to stigmatize or segregate homeless students on the basis of their status of being homeless. Transportation for homeless students who enroll in the district shall be furnished by the district under the same guidelines applying to other students or if such transportation is necessary for compliance with federal law.

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

If a homeless child registered to attend school in the district is receiving family reconciliation services pursuant to state law, the district will work in cooperation with any county or department of social services in the district to jointly develop an educational program for the child. The district's homeless coordinator is Dianne Young who may be contacted at 402-898-3441.

PROTECTION OF STUDENT RIGHTS

Ralston Public Schools respects the rights of parents and their children and has adopted a Protection of Pupil Rights policy in consultation with parents to comply with the Protection of Pupil Rights Amendment (PPRA) and Federal Legislation Act. The policy is available on the district's website or upon request from the district's administrative office. Parents may opt their child out of participation in activities identified by the Protection of Pupil Rights policy by submitting a written request to the superintendent. The approximate dates during the school year when a survey requesting personal information as defined in the Protection of Pupil Rights policy is scheduled are as follows: First Semester. Parents may have access to any survey or other material described in the Protection of Pupil Rights policy by submitting a written request to the superintendent.

STAFF QUALIFICATIONS

Federal Legislation Act gives parents the right to get information about the professional qualifications of their child's classroom teachers. Upon request, the school district will give parents 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 provisional teaching certificate.
3. The teacher's baccalaureate degree and major. Parents may also get information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree.

Upon request, the school district will inform parents whether their child is being provided services by a paraprofessional and, if so, the paraprofessional's qualifications. The request for such information should be made to the appropriate building administrator.

The school district will provide timely notice to parents if their child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who does not meet the requirements of the Federal Legislation Act.

Notice to Parents

As a parent of a student in Ralston you have the right to know the professional qualifications of the classroom teacher who instructs your child or if there will be a change in staff for more than four weeks of student contact days. Under the Every Student Succeeds Act, federal law allows you to request certain information about your student's classroom teacher. The law also requires the district to give you this information in a timely manner upon request. Listed below is the information about which you have the right to know:

- *Whether the Nebraska Department of Education (NDE) licensed or endorsed your student's teacher for the grades and subjects taught.*

- *Whether NDE has decided that your student's teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.*

- *The teacher's college major; whether the teacher has any advanced degrees, and if so, the subject of the degrees. Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.*

Please contact the if you would like to receive any of this information at 402-331-4700.

FERPA Notification

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
    - School officials with legitimate educational interest;
    - Other schools to which a student is transferring;
    - Specified officials for audit or evaluation purposes;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for or on behalf of the school;
    - Accrediting organizations;
    - To comply with a judicial order or lawfully issued subpoena;
    - Appropriate officials in cases of health and safety emergencies; and
    - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

Or you may contact us at the following address:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202-8520

RALSTON PUBLIC SCHOOLS

District #54

Ralston, Nebraska

BOARD OF EDUCATION

Tresha Rodgers
Linda Richards
Deb Gerch
Mike Overkamp
Dr. Jay Irwin
Heather Johnson

DISTRICT ADMINISTRATORS

Dr. Mark Adler, Superintendent
Mr. Jason Buckingham, Executive Director of Fiscal Affairs
Dr. Michael Rupprecht, Executive Director for Human Resources
Mrs. Melissa Stolley, Director of Student Services
Dr. Tiffanie Welte, Director of Secondary Education
Mrs. Cecilia Wilken, Director of Elementary Education
Mrs. Diane Meyer, Director of Suburban Schools / Metro Regional Program

RALSTON HIGH SCHOOL ADMINISTRATION

Mrs. Jesse Tvrdy, Principal
Mr. Joseph Kilzer, Assistant Principal
Mr. Ryan Pivonka, Assistant Principal
Mr. Mike Smith, Assistant Principal / Athletic & Activities Director
Mr. Landon Blanchard, Dean of Students

RALSTON HIGH SCHOOL COUNSELORS

Mr. Michael Burling, A-G
Mrs. Jesika Maly, H-P
Mrs. Stacy Athow, Q-Z; Department Chair
Dr. Joshua Wilken, Career Education Coordinator / ELL Coordinator

Administrative Offices	8545 Park Drive Ralston, NE 68127 (402) 331-4700 www.ralstonschools.org
Ralston High School	8969 Park Drive Ralston, NE 68127-3600 (402) 331-7373 rhs.ralstonschools.org

RHS Calendar/Athletic/Activity schedules: www.rivercitiesconference.org

Attendance Office (402) 763-4100 (available 24 hours a day)

RALSTON HIGH SCHOOL
STAFF HANDBOOK

Vision Statement	6
Stewardship Pledge	6
Activity Meetings, Practices, Rehearsals	7
Attendance/Absence	7
Authorities and Responsibilities of all Staff	7
Bell Schedule	8
Building Security	9
Care/Use of Classrooms and Building	9
Cell Phones / Electronics	10
Challenged Materials	10
Classroom Management/Discipline	11
Classroom Parties	13
Computers	13
Communication with Parents	13
Contests/Student Travel	14
Controversial Issues/Topics	14
Convocations/Special Assemblies	15
Copyright Guidelines for Computer Usage	15
Curriculum Guides	15
Disaster Drill Regulations	15
Dress Code	16
Drugs/Alcohol	17
Duty Hours	17
Emergency First Aid	17
Faculty Lounge	17
Faculty Meetings	18
Field Trips	18
Final Exams	19
Fundraising Activities	19
Grade Reporting	19
Guest Speakers in the Classroom	21
Guidance and Counseling Services	22
Hall Duty/After School Supervision	23
Homeroom	24
Independent Study Opportunities	24
Job Training Program	25
Lesson Planning	25
Library Media Center	25
Lunch Break	26
Lunch/Commons Duty	26
Mail Room	26

Make-Up Work 27
Money 27
Movies/Videos 27
Parking 27
Plagiarism/Cheating 27
Professional Development/Inservice Requests 28
Professional Growth 28
Professional Organization Membership 28
Public Relations 28
Purchases/Expenditures 28
Reproduction of Copyright Materials 29
Requests to Contact Students 29
Social Committee 29
Social Media 29
Substitute Planning – Responsibilities of the Regular Teacher 30
Staff Bulletin 30
Student Announcements 30
Student Handbook 30
Student Passes 30
Study Hall 31
Teacher Assignments 31
Textbooks 31
Use of School Equipment 32
Use of Tobacco Products 32
Web Pages 32
Fee List 33

QUICK REFERENCE GUIDE

Administrative, Counseling and Office Staff Duties

All administrators, counselors, and office staff have other duties not listed, but hopefully this list will help point you to people who may able to answer questions.

Administration

Jesse Tvrdy, Principal
Staff evaluation, master schedule, AdvancED, state/standardized assessments, staff development, student teachers, graduation, budget and building finance, department chairs, paraprofessionals, custodians, facilities, grounds, and building maintenance, secretaries, Student Council, Chamber of Commerce, business partner liaison.

Joe Kilzer, Assistant Principal
Staff evaluation, activity supervision, daily supervision, Perkins grant, student assistance program, grade reporting, career academy coordinator, safety audit, Homeroom/Home visits, Building Bright Futures, PBiS program, keys/key fobs, security, other duties as assigned.

Mike Smith, Assistant Principal and Activities/Athletic Director
Staff evaluation, activity supervision, daily supervision, activities and athletic administration, calendar, fundraising, transportation, pep rallies, facilities scheduling and usage, business partner liaison, student assistant team, other duties as assigned.

Ryan Pivonka, Assistant Principal
Staff evaluation, activity supervision, daily supervision, state/standardized assessments, student assistance program, other duties as assigned.

Landon Blanchard, Dean of Students
9th-12th grade discipline, open campus privileges/ID cards, attendance/class skips, lunchroom supervision, athletic/activity supervision, summer school administration, alternative education (A+, WAVE), Student Watch Team, other duties as assigned.

Instruction

Dan Boster, Instructional Coach
Coordinate SIC time meetings, classroom instruction support, coordinate peer coaching program, coordinate PLC topics, and assist with staff development, Student Watch Team, other duties as assigned.

Counselors

Stacy Athow
Responsible for students Q-Z, Director of Counseling, personal/social counseling, academic planning, HAL/AP coordination, school improvement team, student assistance planning team.

Michael Burling
Responsible for students A-G, personal/social counseling, careers counseling, coordinator for substance-free youth, student assistance planning team.

Jesika Maly
Responsible for students H-P, personal/social counseling, careers counseling, student assistance planning team, Homeroom planning.

Jeff Krenzer
Arbor Family Counselor responsible for individual and group counseling, mental health referrals

Office Staff

Karen Richardson, Counseling Secretary
Homework requests, transcripts, detentions, community service, scheduling of Conference Rooms, duties as assigned by school administrators and counselors.

Laura Carlow, College/Career Coordinator
Scholarship coordination, recruiter presentations, College/Career Fair, internship assistance, duties as assigned by school administrators and counselors.

Debra Rameriz, Attendance Secretary
Student attendance, tardies, lockers, fire drill documentation, duties as assigned by school administrators.

Cindy Ksiazek, Secretary
Supervision and day to day management of On-Line Learning, general supervision, accounts payable, activity accounts, duties as assigned by school administrators.

Shannon Lewis, Receptionist
Staff and student announcements, meet/greet visitors, bell schedules, substitute teachers, staff leave requests, duties as assigned by school administrators.

Melissa Mackey, Activity/Athletic Secretary
Activity and athletics schedules, eligibility lists, game preparation, transportation, Ram Shack, fundraising, booster club, officials, game receipts, duties as assigned by school administrators.

Katie Sailors, Office Secretary
School website, homeroom assignments, handbooks, parking tags, ID Cards, RKids, registration, awards, purchasing, activity accounts, duties as assigned by school administrators.

Achieving Excellence as a Community of Learners

Vision

Ralston High School is a student-centered community of learners united to support the development of responsible, productive citizens.

Belief Statements

The Ralston High School community of learners

- requires committed, active participation and support from students, parents, staff and patrons of the district.
- believes each student can learn when provided a safe, supportive learning environment.
- embraces diversity as an integral component of the community.
- supports high standards for cognitive and affective development.
- strives to provide diverse learning opportunities in fine and practical arts, in conjunction with career exploration and applied technology.
- encourages participation in co-curricular and extra-curricular activities as a means to develop communication, teamwork, and leadership skills essential for success in a dynamic global society.

Stewardship Pledge

As a staff member of the Ralston Public Schools, I am aware of the importance of my work to all of the stakeholders associated with our organization. I know I have been selected to be a part of the Ralston team based upon my skills, training, knowledge, and expertise to further the mission. I will strive to uphold the following ideals:

- I pledge to use my skills, knowledge, training, and expertise to do my best.
- I pledge to be proactive and positive in my approach as I work to advance the mission.
- I pledge to practice ownership of my performance and make changes as necessary for continuous improvement.
- I pledge to respect and embrace diversity at all levels and with all people.
- I pledge to be cooperative, collaborative, and team oriented.
- I pledge to advocate for all stakeholders, especially our students.
- I pledge to be of service to others making them feel better after our interaction than before.
- I pledge to practice and defend tolerance of others and between others making sure I am not silent if I observe harassment or bullying at any level.

~~**ACTIVITY MEETINGS, PRACTICES, REHEARSALS**~~

~~Group meetings will be held before or after school. In case of conflict, the first written announcement of a meeting turned in to the office will take precedence.~~

~~Any meetings held after 6 p.m. must be approved by the Athletics/Activities Director and posted on the school calendar in the office. All meetings or activities must have a faculty sponsor and must end by 9:30 p.m.~~

ATTENDANCE / ABSENCE FOR ILLNESS, BEREAVEMENT, ETC. (PLACEMENT OF SUBSTITUTE TEACHERS)

Unplanned Absences

1. If you or a family member is ill or you have bereavement in your immediate family and you are unable to report to work, call the SubFinder system, *regardless of whether you require a substitute*. SubFinder will record your absence, prompt you to request a substitute if you require one, and will secure a substitute. **DO NOT CALL YOUR PRINCIPAL.**
2. Should a staff member need to be released from school during regular school hours, s/he must check with an administrator prior to leaving. If approved, arrangements will be made to cover the individual's remaining assignments for the day.
3. Teachers are asked to contact the principal's office prior to 2:30 p.m. if they determine they will be unable to report to work the day following an absence so their substitute can be asked to return the following day. Mrs. Lewis will enter your absence and sub request in this instance. Should you change your mind once school is dismissed for the day, simply call SubFinder to schedule or cancel your absence.

Pre-planned Absences

1. It is essential that any employee requesting personal leave complete a Leave Request form **at least three days in advance**, regardless of whether the leave will be paid or unpaid. The district will enter the request for necessary substitutes when the leave is approved.
2. If you will be attending a conference, workshop or convention, you must first get approval from your department chair and Mrs. Tvrdy. Work with them to complete a Request For Travel And Related Expense Authorization form **at least two weeks before departure.** (See "Professional Development / Inservice Requests" for more details.) The district will enter the request for necessary substitutes when the travel is approved.

AUTHORITIES AND RESPONSIBILITIES OF ALL STAFF

The climate of a school is a reflection of the relationships forged between the adults and students throughout the building. Staff members are responsible for the behavior of students within their respective designated area(s) of responsibility. This includes more than just the classroom. Every staff member has a role in creating and supervising a well-managed, disciplined school.

Authority extends not only in the classroom but also throughout the school building and grounds. All staff members should make an active effort to check restrooms and other potential problem areas before, during, and after school and use their authority as adults in a cooperative effort to stop and/or report any violations of poor conduct such as smoking, fighting, etc. Most

offenses can be taken care of on the spot by a word from the adult. Do not hesitate to refer any problem to an administrator, which may require such attention.

Staff are personally responsible for the conduct, behavior, personal welfare, and safety of any student or area for which they have the responsibility of supervising. No activity or classroom is to be left unsupervised by the teacher. If it is necessary that you leave your class or group, contact one of the principals and arrangements will be made for supervision. Prevention is much better than punishment. Staff should be on their feet and supervising students while giving examinations, supervising study halls, etc.

Courts expect school personnel to assume responsibility commensurate to reasonable and prudent supervision in all contacts with students on school property regardless of the time or location. Any staff member can also be held accountable for their personal behavior relative to confrontation or incidents involving students. When dealing with misbehavior in any location of the building, staff members must be discreet and judicious in all matters, and above all, ALWAYS BE FAIR, FIRM, REASONABLE, AND CONSISTENT.

Nebraska state laws prohibit corporal punishment in schools. A staff member may use physical force only when immediate action is essential for self -defense or to repel an attack, which might endanger other persons or students.

All students, teachers and school personnel will have protection for the civil liberties to which they are entitled as citizens of the school community. Students, parents and all school personnel should report any act in violation of these disciplinary procedures.

BELL SCHEDULE

Homeroom Schedule (Monday, Tuesday, Thursday, and Friday)

Period 1:	8:00 - 9:32
Period 2:	9:38 - 11:05
Period 3:	11:11 – 1:08
1st lunch	11:05 – 11:35 – class 11:41 – 1:08
2nd lunch	11:54 – 12:24 – class 11:11 – 11:54 and 12:24 – 1:08
3rd lunch	12:38 – 1:08 – class 11:11 – 12:38
Period 4/Homeroom:	1:14 – 1:44
Period 5:	1:50 – 3:17

PLC Schedule (Wednesday)

PLC	7:45 – 8:30
Period 1:	8:40 – 10:11
Period 2:	10:17 – 11:43
Period 3:	11:49 – 1:45
1st lunch	11:43 – 12:13 – class 12:19 – 1:45
2nd lunch	112:30 – 1:00 – class 11:49 – 12:30 and 1:00 – 1:45
Period 5:	1:51 – 3:17

When variation from this schedule proves necessary (assemblies, etc.), notice will be published in the Staff 411.

BUILDING SECURITY

For the security of the school plant, the student body and staff, all staff members should make note of the following:

1. The building is open to school employees each day from 6:00 a.m. to 10:00 p.m.
2. The office and general building hours of operation are from 7:00 a.m. to 4:30 p.m.
3. No students should be in the building beyond the regular school day (3:30) unless they are under direct staff supervision.
4. The principal will issue keys at the beginning of the school year that are necessary for the performance of individual duties. For security reasons, *under no circumstances are faculty members to permit students to have possession of a school key(s), combination code, and/or staff ID* . Special arrangements may be made for student managers, shop foremen, projectionists and stage crew. They would have the use of a room key but should NOT use master keys or be provided combination codes or staff IDs.
5. No copies of keys should be made.
6. All visitors to RHS must first report to the office for permission to proceed to another part of the building and a visitor's identification badge. Staff members have the responsibility and the right to question strangers in the building without administrative approval.
7. Do not give students permission to bring a visitor(s) to school. Only the office can approve these requests, and these are extremely limited. If a visitor enters your room and does not have school identification, escort him/her to the office or call the office for someone to come to your room.
8. Any loss of keys/staff IDs needs to be reported to administration immediately.

CARE / USE OF CLASSROOMS AND BUILDING

The care of classrooms and the building at large is the responsibility of all students and staff members. Everyone needs to follow the procedures outlined below.

General Responsibilities

1. Nails, screw hooks, etc. are not to be placed in woodwork or walls for the purpose of hanging pictures or other objects. If tape must be used, use **painter's blue** masking tape. Permanent fixtures and furniture may not be altered/removed without administrative approval.
2. Check your room and furniture frequently for any damaging marks. Provide for protection when sharp objects are being used. Report damage or equipment needing repair to the principal.
3. See that all materials and media equipment are returned to their proper places after you are through with them. Technology equipment must not be left in the classroom over night.
4. Please note that teachers, not custodians, are responsible for putting away equipment, materials, and supplies and turning off lights at the end of the day.
5. Notify an administrator of any property damage. Create in your students the idea that they should assume responsibility for their acts.
6. Food and drink may be allowed in classrooms and carpeted areas at the teacher's discretion. The teacher is responsible for cleanliness.

Auditorium and Stage Rules

1. All permanent scenery for any stage production must be properly stored ~~in the dressing rooms.~~
2. No nails should be driven into the floor on the stage.
3. Masking tape should be used on the stage floor to mark set outlines.
4. All props must be removed from the stage and auditorium within 48 hours after the performance or they will be destroyed.
5. Soft drinks are not to be brought into the auditorium. Please have ushers on duty to prevent this.
6. No chairs are to be placed in the aisles for additional seating.
7. Anyone using the stage for any activity requiring a PA system or other stage equipment or setting must notify an administrator and Mr. Uhrmacher at least three (3) days in advance to ensure it is available and ready.
8. **The auditorium will not be used later than 10:00 p.m.** for practice. All students should be out of the building by 10:00 p.m.
9. As much as possible, construction should take place on the back dock.

Gymnasium Rules

1. The gym and its equipment will not be used by anyone other than school personnel, except when rented for special activities.
2. **The gym will not be used later than 10:00 p.m.** unless cleared through the Athletic/Activities Director. This applies to practice and personal use. All students should be out of the building by 10:00 p.m.
3. No practices will be allowed on Sundays without the AD's prior approval.
4. It is the responsibility of each person using the building for any purpose to make sure doors are shut and locked before leaving.
5. *No tape of any kind* is to be used for marking on the gym floor.
6. No street shoes. Soft soled shoes or socks are acceptable.
7. No students or staff should park by gym doors at any time.
8. Do not prop doors open.
9. Students should not be using any athletic areas/equipment unless they have direct supervision

CELL PHONES / ELECTRONICS / SOCIAL MEDIA

Staff should use discretion to avoid using phones or other electronic devices outside of emergencies during contact time with students. All staff are expected to read and follow the district handbook policies on using electronics and social media.

CHALLENGED MATERIALS

Occasional objections to a selection will be made by the public despite the care taken to select valuable materials for student and teacher use and the qualifications of persons who select the materials. If a complaint is made, the procedures are as follows:

1. The teacher, Department Chair, and/or principal should meet with the parent. If the parent wants to review the curriculum, teacher's edition, etc., the teacher and/or principal may meet with them to clarify any questions and, in most cases, resolve the issue.

2. If the discussion is more than "cursory" and the previous explanation is not acceptable to the parent or the parent wishes to check out material for scrutiny, they should be referred to the ~~Assistant Superintendent for Learning~~ Director of Secondary Education.
3. If the parents do not want their child to participate in some part of the school program and the parent and teacher or principal agree on an alternative material or way of handling the concern, it is resolved.
4. If a solution cannot be reached, parents may opt to have their child not participate with no alternative activity being completed. The parent is accepting responsibility for instruction in that area. The parent will sign a note that the activity is in conflict with their "fundamental values and/or religious beliefs" which will be kept in the student's cumulative file.
5. The student will not be penalized for any results of this action.

CLASSROOM MANAGEMENT / DISCIPLINE

Good classroom management is in evidence when there is an optimum learning atmosphere in the classroom. Therefore, it is the teacher who must be primarily responsible for the management of the classroom. It is important to recognize that a student's misconduct is most often a symptom of a problem rather than the real problem. Students who fail to conform to standards necessary to carry on a good program of instruction should be dealt with promptly, firmly, and fairly, keeping the student's viewpoint in mind. Be fair, firm, reasonable and consistent at all times in dealings with students.

Discipline problems can usually be divided into two categories – (A) nagging, irritating behavior that interferes with instruction or (B) misbehavior that requires immediate action.

(A) Nagging, irritating behavior can often times be redirected with a one-on-one, private **conference** between the student and teacher. If counseling with the student doesn't correct the behavior, a teacher may see fit to **contact a parent** or guardian and/or assign one or more detentions. *Teachers should keep a record of conversations with parents* should the behavior continue and further disciplinary action need to be taken. **Detentions** assigned by an individual teacher provide an opportunity for problem-solving between the teacher and student, and are therefore the teacher's responsibility. *Teachers are not to assign students to a detention in the office*. Teachers who keep students after school should be sure the students have proper work to do and they complete that work before leaving. No student should ever be kept after the teacher has left the building. You are keeping the student to assist him/her and assistance cannot be given if you aren't present. Should these interventions not bring about the desired change in the student's behavior, the teacher should consider contacting the student's **counselor and/or other teachers** to brainstorm possible interventions before writing a **behavior referral*** to the student's administrator.

(B) If a misbehavior situation requires a student be removed from the classroom immediately and you are unable to personally escort the student, **notify the front office** that you are sending the student and direct the student to report to Mrs. Lewis. *Never send discipline cases to a resource classroom, the library or computer lab to become another teacher's responsibility*. Once the student arrives in the office, Mrs. Lewis will see that s/he gets to an available administrator. In any case, complete a **behavior referral*** and send it to

the office as soon as possible and/or come personally to the office to explain the situation to the administrator handling the discipline.

Permanent dismissal from class cannot be made by a classroom teacher. This dismissal is under the jurisdiction of the administration and school board. Except in unusual circumstances, students will not be withdrawn from a class for disciplinary reasons unless the teacher has made reasonable efforts to correct the behavior (see above), a **behavior referral*** has been handled in the office and a parent conference has been held. If these steps fail to correct the problem, a student may be withdrawn from class with administrative approval.

*** Behavior referrals**, or anecdotal records, should be written up when students become disciplinary problems. These records are available in the front office and online for classroom teachers. Behavioral referrals are important when conferences become necessary. However, with "Due Process" procedures and state laws allowing parents and students access to all student records, it is very important that behavior referrals be very specific and accurate. *Do not open yourself to charges* of libel by making careless and/or defamatory remarks about an individual when writing a behavior referral. REPORT FACTS – not opinions.

When writing behavior referrals, counselor's reports or SAP reports, be specific and factual; include precisely what happened, when (day and time), where, witnessed by (include names of students and staff), and direct quotes that can be recalled, and what immediate action you took. Do not include what you believe to be true, or what feelings toward the individual are. That kind of statement will not solve the discipline problem, and may eventually hinder administrative efforts to support you in the long run.

You may submit a behavior referral simply for documentation purposes by typing "Document Only" in the comments box via SIMS or by checking the "Referral Only" box in the top, right-hand corner of the duplicate form. Some situations will be of such a nature that all you can do is report the incident, but a written, official report of the incident will aid the administrators in following up and disciplining students should the behavior recur and further action becomes necessary.

Whether or not a behavior referral has been used may influence future disciplinary action taken by the administrators.

Administrators, like teachers, aim to help foster an environment conducive to learning. Supporting teachers' classroom management and discipline efforts is one way administrators contribute to the school's learning climate. *That support is greatly enhanced when teachers provide specific information on the situation in question and demonstrate evidence of prior intervention efforts as described above*. Once a behavior referral is submitted to a student's administrator, however, the ownership of the problem and discretion for dealing with that problem belong to the administration. An administrator may at any time take a lesser action based on the severity or frequency of the problem. A student who infrequently proves disruptive in the classroom may receive a lesser punishment than the student who has been referred frequently for the same offense. This allows the administrator some discretion without altering the basic principle of uniform and impartial disciplinary action.

Consequences assigned to students by administration may include conferences, phone calls home, detentions, demerits, and/or referrals to other school resource personnel for intervention. Demerits accumulate and may lead to possible suspension, reassignment or expulsion, which are invoked when counseling, admonition or restriction at school produce no change. The purpose of any one of these consequences is three-fold:

1. It causes a close school-home contact, providing the opportunity for parents and administrators to review the situation together.
2. It separates a student from friends and social activities at school.
3. It protects the rights of other students for an education. The goal is to gain rehabilitation by a combination of reward and punishment and to make known the social consequences of poor behavior.

Expectations for Classroom Procedures

1. Always be in your classroom or at the door prior to the start of class.
2. Students are expected to attend all classes, including Homeroom. **Do not allow students who are not assigned to you to remain in your classrooms.**
3. Always have an up-to-date seating chart with students' first and last names.
4. ***Enter attendance in SIMS each period, each day, including Homeroom.***
5. Do not leave your class unattended unless an emergency requires it.
6. Teachers are not to keep students out of other teachers' classes for making up tests, consultations, etc., without the prior permission of the other teacher involved.
7. Students are not to leave the classroom for any reason without a signed pass. Pink passes are available in the office for teachers' use for students. Alternate "tools" or laminated paper for passes are NOT appropriate and should not be used.
8. Teachers should not allow students to leave the building for any reason without direct teacher supervision.

CLASSROOM PARTIES

Classroom parties are discouraged. No food may be purchased for student consumption 30 minutes before or after the lunch period.

Under NO circumstances may staff allow students to place orders with local establishments for food to be delivered to the school. Staff should not place such orders on students' behalf.

COMPUTERS

Staff members are responsible for the security and care of portable electronics issued to them from the district. Do not leave computers unattended.

COMMUNICATION WITH PARENTS

1. All parent phone calls and emails must have a **response within 24 hours**.
2. When parents request make-up for prolonged absences, please comply within 24 hours of the request.
3. Too many times, parents are contacted only when there is something negative to report. Teachers are strongly encouraged to make calls and/or send written messages to parents of students who are doing well in school. If each staff member in our building would make 1 phone call per week, it would mean well over 100 positive contacts. We could potentially reach every student's parent within the first term of the school year, which would have a tremendous impact upon working with our students! Student success stems from positive relationships!

4. Keep written communication specific, factual and professional, but keep in mind you are communicating with parents, not educators. Keep "educationese" at a minimum and remember that once something is written, it is *permanent*.
5. *Document, document, document* conversations with parents. Include date, time, topic and whether you left a voice mail, left a message with someone else (get his/her name), or spoke with a parent.
6. See "Grading" and "Progress Report" sections of this handbook for further communication details related to these topics.

CONTESTS / STUDENT TRAVEL

1. In general, the Board of Education endorses only those contests approved by the Nebraska High School Activities Association and discourages any contest involving a cash or equivalent award. However, in questions concerning contests, school participation will depend upon recommendation of the Superintendent of Schools after consultation with the building principals.
2. **Participation in Competitions or Activities Beyond State Level**: School sponsored organizations and activities that involve activities beyond state level competition will not be funded by the school district. A sponsor or other staff member may submit a request to attend activities at the regional or national level, but a request does not guarantee permission of the sponsor or staff member to attend. If attendance at a competition beyond the state level requires the presence of a sponsor or coach, the sponsor may have their travel, dining and lodging expenses paid for by the district if they submit a proper request. Students electing to attend the competition must have their expenses paid for by either their parents/guardians or through fundraising efforts conducted by the participating organization.
   A request by a staff member to attend an event beyond the state level should include but not be limited to the following:
   1. Description of the activity and how it benefits the educational mission
   2. Supervision plan for the student(s)
   3. Itemized listing of the anticipated costs for the sponsor
   4. Description of the fund raising activities to be performed along with timeline
   5. Loss of instructional time
   6. Confirmation from the sponsor that participation in the activity is voluntary and will not adversely affect a student's grade

CONTROVERSIAL ISSUES / TOPICS

As part of developing positive character and effective citizenship, it is frequently necessary for pupils to study issues that are controversial. In considering such issues, it shall be the purpose of our school to recognize the public right and/or obligation to study controversial issues, which have political, economic, or social significance. These ideas should be expressed in an atmosphere free of bias and prejudice.

Teachers should use the following criteria for determining whether a controversial issue/topic should be studied:

1. It should be within the maturity and competence of the students involved.

2. It should be one with which the teacher feels competent.
3. It should be one on which necessary materials can be secured to present *all sides* of the issue adequately.
4. Its discussion should contribute to students' growth regarding curriculum standards and benchmarks, not merely provide sensational stimulation.

Teachers remain responsible for their professional acts. If in doubt about the handling of specific issues, they should confer with their principal. Both the principal and teacher should feel free to consult with other members of the staff whose advice would be of constructive value. If significant differences in judgment arise they should be referred to the ~~Assistant Superintendent for Learning~~ Director of Secondary Education.

CONVOCATIONS-SPECIAL ASSEMBLIES

All teachers are required to attend all convocations and pep rallies to help with supervising students and should **sit with their students**.

COPYRIGHT GUIDELINES FOR COMPUTER USAGE

In order to comply with Public Law 96-517, Section 7(b) which amends Section 117 of Title 17 of the United States and District Policy the following guidelines shall be followed by all faculty, staff, and students.

1. Under no circumstances shall illegal copies of copyrighted software be made or used on school equipment.
2. Software which resides on a school computer hard drive, network, disk, CD-ROM, or other storage device shall not be copied or transferred to another medium of storage.
3. Shareware and public domain software must be reviewed and registered with the school Technology Management Team before it may be used on school equipment.
4. Games or other programs which do not have a specific educational purpose shall not be used on school equipment during school hours.
5. Pornographic or obscene materials used via Internet, E-Mail or other software is prohibited.
6. Refer to the District Employee Handbook for more details regarding staff code of ethics.

Faculty, staff or students in violation of these guidelines will be dealt with appropriately.

CURRICULUM GUIDES

Curriculum Guides are developed by teachers to provide articulated continuity to the instruction students receive throughout the district. The guides are written in such a way to provide teachers with both structured direction and flexibility that allows for professional discretion. Common instructional activities & assessments identified in curriculum via PLC discussions and/or minutes are not "optional" activities and need to be implemented with fidelity by all staff teaching the course in question.

DISASTER DRILL REGULATIONS (Bomb, Disaster, Fire, Tornado)

All staff members should have a copy of the SRP Poster hung near the classroom door

Bomb Threat – Refer to the Emergency Response Manual
Make a visual observation of your classrooms/work areas. DO NOT OPEN CABINETS, DOORS, OR MOVE OBJECTS. DO NOT TOUCH ANY SUSPICIOUS OBJECT. Notify the principal immediately of any suspicious objects.
Account for all students, check halls, and restrooms.
If an evacuation is ordered, evacuate the building using standard fire drill procedures. Students must be moved at least 300 feet from the building. An alternate location will be announced if necessary. DO NOT RE-ENTER THE BUILDING UNTIL THE PRINCIPAL GIVES THE "ALL CLEAR" SIGNAL.
Disaster Drill - Refer to the Emergency Response Binders ~~Emergency Response Manual flip book.~~

1. Move rapidly to areas designated via intercom directives.
2. Remain in areas until all clear is sounded.

Fire Drill

Current evacuation maps (*dated 7/16*) **must be posted near each classroom door**.

During the year occasional fire drills will be held. The fire or disaster horns will be sounded without previous warning. Teachers are to assist students in following these directions carefully. Explain these to your students and be prepared to follow them.

1. Walk rapidly but do not run in the corridors and on the stairs.
2. *The first two people to reach the outside doors should hold the doors open for others to pass with minimum delay*.
3. All persons must leave and remain at least 150 feet from the building. Faculty members are to see that students under your supervision leave the building. **Faculty should NOT linger to the back of the line**. Leave the building and stay <u>with</u> your class to assist with keeping students moving quickly and safely.
4. You are to exit through the nearest door.

Tornado Emergency

Current evacuation maps (*dated 7/16*) **must be posted near each classroom door**.
In case of a tornado warning an announcement will be made on the intercom or by long blasts on an air horn. After receiving the signal, students and teachers should walk in an orderly fashion to their designated areas. Students and staff should remain in the safety areas until further instructions are given.

<u>DRESS CODE</u>

All staff are expected to wear their staff identification cards in the manner prescribed (lanyard, shirt collar clip or magnet – all are to be on or around the neck area) and dress as the professionals they are. If you lose your staff identification card you must report it to a building administrator immediately.

Fridays will be considered Spirit Days and staff are encouraged to wear Ralston spirit wear. Spirit wear is considered business-casual shirts (not t-shirts) with Ralston Ram insignia printed/embroidered and may be worn with jeans. Recent school t-shirts may be worn on spirit days with dress pants or skirts, but not with jeans. Business-casual attire (no jeans) should be worn to in-service or workshop activities held off campus, including the Virginia Moon

Administrative Center (VMAC) and ESU #3. Jeans or dress shorts are acceptable for on-campus in-service or other non-student contract work days.

DRUGS / ALCOHOL

All students have a right to attend school in an environment conducive to learning. Since alcohol and other drug use is harmful and interferes with both effective learning and the healthy development of young people, the school has a fundamental legal and ethical obligation to prevent drug use and to maintain a safe a drug-free environment.

Upon the request of the administration, **drug-sniffing dogs may be used to search any part of the school premises**, including, but not limited to lockers, book bags/purses, and cars parked on school grounds. *All* hits by the dogs will be investigated and handled accordingly. For everyone's safety, when dogs are used, an announcement will be made directing all students and staff to remain in their current classroom until an all-clear announcement is made.

When a student's manner and/or conduct at school or a school related/sponsored activity causes any staff member to suspect that a student has been using alcohol/drugs, that student needs to be immediately referred to an administrator. If the student appears acutely under the influence or appears acutely ill, it is an emergency and you should contact the office immediately. **Do not leave your classroom**. If it does not appear to be an emergency but behavior, speech, and/or physical appearance indicate concern, send a note or email the office to report the concern and an administrator will follow up with the help of the nurse and/or school resource officer.

DUTY HOURS

Teachers' hours of duty involve 8 hours each day, 7:40 a.m. to 3:40 p.m. **All staff members are required to sign out with the receptionist if it is necessary to leave the building during hours of duty.** All teachers are required to attend faculty, department, or student/parent meetings called for IEP/MDT/SAT conferences, even if those meetings go beyond the normal hours of duty.

EMERGENCY FIRST AID

In the event of an accident or sudden illness, the school nurse/health office aide should be summoned immediately. Notification should also be made to the office. If the emergency warrants, use the nearest telephone and call 911. The office will notify parents if the injury or illness occurs during the school day.

In the event of an injury outside the normal course of the day, the teacher in charge should take the initiative in handling the emergency and is responsible for notifying the student's parents and an administrator. First aid supplies are available in the nurse's office and in other areas where there may be potential dangers. If the emergency warrants, use the nearest telephone and call 911.

Note: Defibrillators are located in the southwest corner of the main gym by the men's PE locker and by the theater doors in the front end of the commons.

FACULTY LOUNGE

This is for the comfort and use of the staff. *Students are not to be admitted*. Do not permit a student to come into the faculty lounge to see you regarding any matter. Do not send any students on any errand that will require them to be in the faculty lounge.

It is the responsibility of each staff member to help keep the lounge clean and orderly. Please clean up after yourself.

FACULTY MEETINGS

Faculty meetings will be scheduled as needed and agenda items should be turned in to the principal before the meeting. Teachers are expected to attend all faculty meetings and to remain until the end.

FIELD TRIPS

Requests for field trips must be made via email to your Department Chair and Mrs. Tvrdy at least 5 school days prior to the requested trip. Field trips must be approved in advance. The activities office can assist you in arranging transportation. Arrangements must be made for substitute coverage with the appropriate administrator.

1. The teacher is expected to arrange for sponsors needed for the trip. Keep in mind that this will vary with the type of group, the type of things that will be done on the field trip, and the location of the field trip. Potentially dangerous areas naturally require more supervision.
2. The teacher must inform **parents who drive students** that they ARE NOT covered by school insurance. Their own personal policies are all that cover them.
3. **Teachers' personal automobiles** ARE NOT covered by school insurance when they carry students to and from school-sponsored activities. If a school employee is driving his/her private passenger automobile for school business, our insurance covers the liability of the school district, but does not cover the liability of the individual operating his/her private passenger vehicle. Generally speaking, your own insurance should provide your liability insurance in this instance as it does in any other. It might be a good idea to check the amount of coverage you have before transporting students.
4. Anyone driving **school vehicles** with permission of the District IS covered by our insurance. Students or others riding in such vehicles are covered by the same insurance.
5. At no time does our insurance cover liability for students driving other students. This is not recommended. The parent of the student driver may be held responsible.
6. Teachers must follow stipulations of **Board Policy** which includes: Students transported for school-connected or school-sponsored purposes shall use district-owned vehicles whenever possible. Privately owned vehicles may be used for student transportation when, in the opinion of the building principal, this is the most practical or only possible method of transportation. When this method of transportation is authorized each parent of a student riding in a private vehicle must consent on written forms provided by the school district. In cases of illness or injury, students may be transported in private vehicles of school employees without complying with the above provisions.

7. No student will be sent on school errands with his own automobile, an employee's automobile, or a district-owned automobile.
8. **Field trips during the first week or last week of any term or after May 1 are strongly discouraged. Field trips during this time period will be closely scrutinized and must have administrative approval.**
9. **Field trips should AVOID Mondays and Fridays when possible.** For example, taking students on a tour could likely be scheduled for any day, whereas a special event at a University might be previously scheduled and unavoidable. It is difficult to secure substitute teachers on Mondays and Fridays.
10. All students missing school for activities or field trips must have a permission slip signed by all affected teachers prior to the missed class. Students will, consequently, assume responsibility for their absences.
11. Any teacher should discuss concerns with the sponsoring teacher if a student should not participate in the field trip.
12. A list of students attending the field trip must be distributed to all affected teachers at least 5 school days prior to the trip.

FINAL EXAMS

All courses must administer a course-specific, meaningful summative assessment of learning during the last 1 - 2 days of each term. A copy of the assessment/scoring guide needs to be submitted to the evaluating administrator at least 3 days prior to the end of each term. Students must have administrative pre-approval in order to arrange any make-up of a missed final due to absence during the last 3 days of the term.

FUND RAISING ACTIVITIES/CANDY SALES

All fundraising events must be approved by the Activities Director prior to the fundraising event.

GRADE REPORTING

Grading is complicated, has the potential of doing as much harm as good, and with no single best practice, is often subjective; but grading in our current state of schooling is simply inescapable. In some cases, it becomes one of the most difficult tasks a teacher has to perform. Grades, simply put, are “symbols that summarize achievement over a period of time” (O’Connor, 2002).

One of the primary reasons for assigning such symbols is to communicate to students and their parents the degree to which students have mastered the prescribed curriculum standards for a given course. Grades, then, should serve as feedback to students. Teachers should visit with students about their grades, suggesting places where students need to improve their learning, and subsequently, their grades.

Grades also serve as an instructional, decision-making resource for teachers when used to analyze and reflect on students’ overall performance on specific standards and benchmarks. Teachers must continually evaluate their effectiveness, in such areas as getting the material "across" to the students, giving assignments that are too lengthy or too brief, or giving tests that are too difficult or too easy. If the grades are running too low, it may indicate that the teacher needs to re-teach certain concepts or re-evaluate the validity of the questions on an assessment

to be sure there is an adequate match between what is taught and what is assessed. If the grades are running quite high, it might call for bringing in enrichment activities to challenge students. No class should be an automatic "A" or "B" for just being enrolled. Students should have to advance and make improvements in their learning.

Grade Books

Grade books are to be kept accurate and updated weekly (by Sunday) by all teachers. *The grade book can be considered a legal document and should be kept accordingly.* All teachers need to maintain an updated SIMS grade book.**The electronic** grade book must accurately record grades of all assignments that are used to determine mid-term and term grades. At an absolute minimum, a description of each assignment should include the assignment name; total points possible; assigned date; due date; and enough assignment description that someone who was not in class when it was explained can figure out what to do. Grades **should be entered electronically in a timely manner after each assignment's indicated due date. Running grades will be posted to the parent web automatically by ESU#3 each day.**

Assessments of learning, either formative or summative, should take place on a regular basis in all courses. In a block setting, some assessment of learning should be considered every week and entered in the gradebook for reporting student progress. ESU will send reminders to individual teachers who fail to enter a new grade in a course during a given week. The administrative team will get a list of teachers who receive such an email reminder in order to help encourage timely communication of student progress in classrooms throughout the building.

Grading System

For specific information on graduation requirements, weighted course grades, and grade point average procedures, refer to the student handbook.

Since all permanent records are in letter grades, all teachers must use this system in their grade books. For use on report cards, the school grading system is as follows:

A - Superior	92 - 100%	D - Below Average	67 - 75%
B - Above Average	84 - 91%	F - Failure	66% and Below
C - Average	76 - 83%	Inc. - Work to be made up	

All grades at RHS will be calculated using a weighted total points system. Departments will determine the percent each grade category will weigh toward students' final grades with the following in mind. First, all common courses MUST use the same weighted grade scale. "Participation" categories must be no more than 10% of the weighted scale, spelled out, observable, and regularly documented behavior for EACH student that is entered, at an absolute minimum, every other week of the term. It is advisable that an objective formative assessment mark be entered as evidence of student "participation" rather than using a "participation" mark/weight category. In other words, students who participate in a discussion need to produce an artifact as evidence of their reflection in that participation.

Teachers are to submit to Shannon Lewis and to the students in their classes a copy of their course syllabus, which will include grading procedures before the end of the second Friday of the term the course begins. If the course spans 2 or more terms, only one syllabus need be provided. The following are items for inclusion in your grading policy statement:

1. Clearly describe what categories of work will be graded, such as oral reports, tests, quizzes, homework, class projects, notebooks, daily papers, formative assessments (comprised of XYZ…), summative assessments (comprised XYZ…), etc.
2. Indicate the weight or value of the items that will be graded.
3. Explain how grades are calculated.
4. Inform the student of what the teacher will retain and what students will be allowed to keep once grades are recorded (projects, term papers, tests, etc.)
5. Your policy on cheating and plagiarism should be clearly described. (Review the appropriate portions of the faculty and student handbooks to ensure your policies are in line with building expectations - *a grade of zero may NOT be entered for a student who has plagiarized)*.
6. Include policies on such things as tardiness, late work, etc. (review the appropriate portions of the faculty and student handbooks to ensure your policies are in line with building expectations).
7. ***"Extra Credit" is not allowed.*** Enrichment opportunities may be provided to students who have completed all previous course demonstrations of learning (re: homework, quizzes/tests, assignments, etc.)

Other items to include in your syllabus:

1. Class rules/expectations
2. Course outline
3. Teacher contact information, etc

Incomplete Marks

Incomplete marks are assigned in cases where the student's work is incomplete at the end of the grading period. This may be the result of absence caused by illness or other excused reasons.

Teachers should remind students that "incompletes" received at a term or semester period should be made up within one week following the close of the term or semester.

Progress Reports

Progress Reports are available thru RKids at mid-term and need to be reviewed with students via Homeroom. Classroom teachers are ***expected*** to make personal contact with parents whenever students' grades drop to failing. *Teachers **must** make personal contact with parents or guardians of students whose work or progress drops to failing or near failing **during the final three weeks of each term***.

Failing Students

Teachers must make a personal contact with a student's guardian prior to the last two weeks of the course that they are in danger of failing the course and why. This conversation must be documented.

Teachers will encourage students to continue to work and make progress in their classes even when they are failing or seem to be in a situation where they will not be able to pass the course by the end of the grading period.

Teachers will fill out the Failure Google Form at the end of each term indicating what standards or units the student was unable to show proficiency in. This document will be used to assess partial course makeups for credit recovery.

GUEST SPEAKERS IN THE CLASSROOM

All outside persons used as guest speakers for class or groups must have advanced approval from Mrs. Tvrdy. Email correspondence should occur at least one week prior to the scheduled event in order to secure approval. Once approved, the front office needs to be notified of who will be visiting the school and when to expect them. Guests should be directed to report to the office to sign in and receive a visitor's identification tag upon arrival.

GUIDANCE AND COUNSELING SERVICES

The role of the guidance department is to work together with the whole professional staff to promote the total development of all students. The following are specific areas of concern for counselors:

1. Academic Progress
2. Career Planning
3. Personal/Social Concerns
4. Student Assistance Program (SAP)
5. Arbor Family Counseling - free for students and/or staff

Organized guidance activities will consist of both group and individual sessions. Scheduling of these will be made by the guidance department and announced in the bulletin.

Teachers are encouraged to come to the guidance office and discuss the records and test scores of students in their classes as well as any other problems that might arise. Please refer students to the guidance office as needed. Many times students will not come to the guidance office, but if counselors are aware of particular students who are having problems, they can make appointments to see these students.

The guidance department will organize large-group standardized test schedules throughout the year. Specific schedules will be announced in the staff bulletin.

Adding and Dropping Students

Teachers should never, under any circumstance, tell a student he/she needs to leave because there are no more seats/no room in the class. If a teacher believes a student is misplaced, that teacher is expected to communicate directly with the student's counselor.

Teachers must NOT encourage students to drop classes or sign statements approving of class changes or drops, unless approved by the Guidance department. All communication of this nature should be with the student's counselor. If a student suggests to you that she/he wants to drop a class, tell him/her that all course changes were to be completed prior to the beginning of the school year. Conversely, *teachers should NOT commit themselves to students by saying they have openings* in their classes and would be glad to have them if the office approves. All of our schedules are established to be of greatest benefit to everyone involved, consequently any changes that are made must be done with care.

Whenever a student enters or leaves your class at any time other than on the first and last days of the term, be SURE they go through the proper procedures. If it is simply a class change, the student will have notification from their guidance counselor and his/her name will

appear on your attendance. If the student is leaving RHS permanently, s/he will be required to properly complete a Withdrawal Form. **Under no circumstances should a teacher sign a student's withdrawal form until the student has paid all fees owed and/or returned all books and supplies on loan. If you have any questions, contact a Guidance Counselor before signing.**

Students may request an appointment with their Guidance Counselor to discuss course changes, but teachers should NOT send students to the Guidance office. Counselors will send a pass for students who have requested a meeting when time permits.

Procedure for Incoming Transfer Students

Students may be added to your class several weeks or months into class due to a variety of reasons. The procedures outlined here are to assist you in making a smooth transition for that student's academic records in order to maintain the integrity of the score that they have earned throughout the semester, rather than giving the student a grade from your class work only.

1. You will receive notice from a counselor (usually via email) that you have received a new student, the school from which they have transferred, and what his or her exiting grade is from that school.
2. The student will show up on your attendance and your grading system.
3. Check your own grading totals and mathematically process the point total that would most accurately depict the exiting grade.
4. Create a new assignment titled "(Enter Student's Name Here) Grade"
5. Record the correct points out of your total points accumulated in the class at the date of entry for the student as the "Student's Name Grade".
6. Give the rest of the students a check mark for "excused" from this assignment.
7. You will then need to go through the new student's grades and give that new student an "excused" mark for all previous assignments.

For Example: I received a new student in October named "Edward Cullens". Mrs. Athow emailed me some information on the new student, including his exiting grade from Vampire High, which was a "C". I went into my grading system and found that my point total is 789 thus far (of course, I had to make sure my grades were updated before I did this so it is a true point tally). I followed the district guidelines for grading, which means a "C" falls in the range of 76%-83% range. The midpoint percentage for this grade is a 79.5, and I will use an 80% just to simplify the process. **You will have to determine what percentage you will use, depending on the grade of a "C-", "C+", etc. Eighty-percent of 789 is 631, so I entered 631 points for Edward under the "Edward Cullens' Grade" assignment that I created, and I marked the other students in the class as "excused". I then opened up Edward Cullens' grade sheet and gave him an "excused" checkmark for all previous assignments.

The purpose in doing this procedure is to ensure all students a fair and correct grade, based on the work they do all year. Of course, you may do your grades differently and will have to adjust, depending on your grading process, but the primary purpose is to ensure a full grade, rather than just YOUR grade for the time the student is in your class. Please contact a counselor if you need assistance with this procedure.

HALL DUTY / AFTER SCHOOL SUPERVISION

1. All staff should be in the hall outside their classrooms before school, during each passing period and after school. A specific list of location assignments will be distributed separate from this book. **Staff listed are expected to ensure exterior doors are obstacle-free/securely closed and monitor the halls and restrooms throughout passing time, plus the first 5-10 minutes of the following period.** The presence of staff members discourages rowdiness and tardiness. It is also most helpful to have staff members routinely walk through restrooms when moving about the building and during passing periods.
2. Staff assigned for a class period of Hall Duty need to: Monitor restrooms, locker areas, gym runways, the commons area, and check student's hall passes. All exterior doors should be checked during rounds to ensure they remain locked.
3. Staff will be assigned turns to supervise the commons area after school. Supervision responsibilities begin at 3:17 and end no sooner than 3:40. If you are unable to supervise during your assigned time, it is your responsibility to find a colleague to cover. Provide active supervision and enforce school rules. Students need to be moved outside the building at 3:30, unless there is cold/inclement weather.

HOMEROOM

Homeroom classes consisting of students from individual grade levels will meet everyday except for Wednesdays. Attendance must be taken and staff members are responsible for implementing curricular activities assigned throughout the year as part of Homeroom.If a student comes into your homeroom that is not assigned to your class, send them back to their assigned Homeroom.

INDEPENDENT STUDY OPPORTUNITIES FOR STUDENTS

Ralston High School offers a wide variety of elective learning opportunities for students. Therefore, independent study requests should be minimal. At no time, should staff suggest a student request to do an independent study. If a student/parent approaches a staff member with a request, however, please keep the following in mind:

Independent Study

- will be for classes we would not normally offer at RHS. In other words, if a singleton elective is in the registration book, it will NOT be made available as an independent study opportunity.
- would need to be a project-based activity students would complete independently outside of a classroom setting. Ideally, it would provide a service to the community at large. An internship is NOT an independent study. RHS offers many internship opportunities.
- projects would need to be centered around career goals where RHS does not offer a course that meets the student's needs (ie, we don't offer AP Art, but the student plans to major in art and has taken all we offer so wants to create a portfolio of work to prepare for the AP test in spring).
- will be NON-credit bearing learning opportunities that will appear on the transcript only upon documented successful completion of all expectations as pass/no pass.

- will require a written contract of student/staff expectations/deadlines signed by student, parent and staff with counselor and administrative pre-approval.
- projects that require supplemental resources/consumable resources will be at the student's expense and outlined as such in the written contract.

Staff need to understand that if they agree to supervise an independent study requested by a student, they are doing so without compensation for providing feedback or evaluating that student's work. Students involved in an independent study may NOT be in the teacher's classroom during another regularly assigned class.

JOB TRAINING PROGRAM

In order to be a part of the job training release program, students must be enrolled in one of the vocational courses and must be under supervision of one of the vocational coordinators.

In the event students are unable to be employed, they will be assigned to the instructor. The vocational coordinators are responsible for providing assignments and in-school work for the students. The vocational coordinators have the responsibility of notifying in writing the supervisor or appropriate administrator when students are to be assigned to a study area. They must also provide the supervisors with a list of assignments.

Students using their jobs as an excuse for not doing school work should be referred to the job coordinators. It should be emphasized that responsibility to the school precedes release time to work, and consideration to pulling a student off work will be given to those situations where students fail to maintain acceptable classroom work.

LESSON PLANNING

It is essential that all teachers keep current lesson plans. First, to help the teacher map out day-to-day, as well as long-term plans and objectives, and secondly, to provide a logical plan for a substitute teacher to refer to when/if it becomes necessary.

Teachers are expected to create and have available to view lesson plans that include state and/or national standard(s) being addressed by the lesson, learning target(s), activities for the period, and assessment(s) of learning. Staff may include in your lessons the supplementary texts used, sources of materials, and special instructional aids that would have to be used. Administration may request to view lesson plans or require you to turn them in advance.

Teachers are expected to post their *daily learning target(s)* on the board for students and/or guests to the classroom to see. Teachers may also choose to include the unit/lesson objective and/or daily agenda.

Lessons should engage students from bell-to-bell. Transition between learning activities are ample break times for students to move in the classroom and re-engage in a block instruction period. **At no time should classes be dismissed for a group break/hall outing.**

LIBRARY MEDIA CENTER

The Library Media Center (LMC) will be open from 7:40 to 3:40. The staff will strive to provide the necessary services to teachers that will assist them in obtaining the resources necessary to supplement and complement their teaching. Recommendations for print and

non-print purchases are encouraged and suggestions and requests for services that can be provided by the staff are welcome.

Teachers and students are encouraged to use the LMC as much as possible. Student knowledge in the use of references is very important. Technological advances have provided the LMC with many new resources for locating information and supporting curriculum with audio-visual materials and equipment.

Teachers are encouraged to visit with the Media Specialist to schedule classes in the LMC. Scheduling several days in advance is recommended. No classes should go to the LMC unless accompanied by their teacher. Teachers are responsible for the supervision and discipline of their classes.

Each student needs a valid pass written by his/her classroom teacher to be admitted to the LMC during school hours. Students are also welcome to use the library during their assigned lunch period, and before and after school.

Equipment may be reserved in advance and must be checked out through the LMC staff. Scheduling should be done in advance or it cannot be guaranteed that media will always be available for teacher use at the time it is needed. Additional AV and science materials may be ordered from ESU3 for teachers by the LMC staff. The ESU3 Resource Catalog is available online on the ESU3 web page (www.esu3.org). All media and equipment must be returned to the LMC before the end of the school year.

LUNCH BREAK

Lunch will be scheduled during 3rd period. Students will be assigned a lunch period and they will go directly to lunch from their class period preceding their lunch period. Teachers must maintain their lunch schedule unless a change has been approved by the administration.

Students are not to be allowed in a teacher's classroom *during the teacher's lunch break and should never be allowed to be in a teacher's classroom unsupervised over the teacher's lunch break.*

Serving trays should be returned to the cafeteria DAILY.

LUNCH/COMMONS DUTY

1. Staff assigned lunch duty should be in the cafeteria or commons as assigned for the entire duration of the lunch period(s) assigned.
2. Staff should continually circulate throughout the areas and observe student behavior. Make sure that students take trays back, keep paper and other such materials picked up from tables, and conduct themselves properly.
3. Students should not be allowed to carry any food/drink (other than bottled water) out of the cafeteria without a specifically signed/dated pass indicating otherwise for THAT DAY ONLY.
4. Students needing to leave the cafeteria to utilize the restroom during their lunch period should be monitored.

MAIL ROOM

A mailbox for each staff member is located in the mail/copy room in the office. Visit your mailbox at least once each day. Bulletins and special notices will be placed there. Do not use your mailbox as a storage unit.

It is the responsibility of each staff member to help keep the mail/copy room clean and orderly. Please clean up after yourself.

Students are not to be admitted. Do not permit a student to come into the mail room to see you regarding any matter. Do not send any students on any errand that will require them to be in the mail room.

MAKE-UP WORK

Whenever a student is absent from school and has missed a quiz, test or other assignment, it is the teacher's responsibility to see that the student is made aware of the deficiency immediately upon the student's return to school. Be positive about this and try to provide whatever encouragement or help you can to see that all work is properly made up. However, be definite about the time limits that you can allow for make-up work. A student is to be given at a minimum two days for each day missed to make up any work before s/he loses credit. Under certain circumstances this time may be extended, but be sure all parties understand the limits at the outset. *Make sure to notify the parents when a student is not successfully making up the missed work.* Students who miss class unexcused and request make-up work should be provided with such assignments and awarded credit according to the late homework policy outlined in the course syllabus. The point of homework, quizzes and tests is to support and assess learning/progress, so homework (or refusing to provide make-up work) should never be used as a punishment.

Whenever a student or parent calls or emails to request make-up work due to an extended absence, teachers are expected to comply with that request within 24 hours. Work that cannot be sent electronically via the student's school email should be delivered to the Guidance Office with directions for completion. If there is no work for the student to complete, a message to that extent and any directions for seeing you upon the student's return to arrange alternative assignments/arrangements is expected.

MAKE-UP WORK FOR SUSPENDED STUDENTS:

Please refer to the procedure outlined below for students who are suspended (ISS or OSS).

Protocol

1. Admin determine suspension and notify parent and student of the terms
2. Admin fills out a suspension letter and turns it into Cindy K
3. Cindy Fills out this form and shares it with the student's teachers, student, and parent if they have an email on file
4. Teachers fill out the sections with clear directions, assignment, and materials needed such as Textbook and when they are available for reteaching, assessment make-up, and support when the student returns.
5. Teacher bring the materials down to Cindy K for the parent to pick up (This needs done before noon the day after the suspension)
6. Cindy calls the parent to let them know the materials are ready to be picked up and the parent, sibling, or friend can pick up the materials

7. Students will have up to 2 days per day suspended to get all their work turned in that they missed while suspended
8. Teachers that do not provide work for the student while they are suspended must excuse the work the student missed while suspended. A student can not be penalized double both suspended and academically
9. Student and parent are responsible for picking up the work and making arrangements within the time frames of makeup to get extra help and finish assignments or assessments.

MONEY

The school is not responsible for thefts. Therefore, it is extremely unwise for any staff member to assume the responsibility of funds overnight. Staff members who collect school money must turn the money in to the office at the end of the day or, in the event of a theft, will be responsible for it themselves.

MOVIES / VIDEOS

Any movie/video (full or partial) shown in class must have administrative pre-approval. Teachers need to email their evaluating administrator with the movie title and curriculum connection in order to receive approval.

PARKING

Parking for school personnel is provided on the west side of the building. This lot is open to students, parents, etc. as of 4:00 p.m. Students are allowed parking in the east lot during the school day. For security reasons, it is important for staff to display their parking sticker so that it is visible from their car. Ralston Public Schools is not responsible to theft or damage. Staff should not park in visitor parking or the circle.

PLAGIARISM / CHEATING

Plagiarism is a form of copying another's work and using it as one's own. Plagiarism should be considered an academic offense and any student found guilty should be held accountable. At a minimum, *consequences should include notifying the student's parents* and requiring the student to learn how to properly complete the assignment on his/her own. Consequences may also include a failing grade for the assignment; but *may not include a zero* without an opportunity to re-do the assignment for partial credit.

PROFESSIONAL DEVELOPMENT / INSERVICE REQUESTS

Whenever a professional conference is to be held that pertains to your particular area of instruction and is of definite interest to you, please discuss the matter with the appropriate administrator. Professional growth is important to all of us, and each request will be seriously considered.

Normal professional leave must be of such a nature that the school system (the students and/or staff members) will receive maximum benefit because of the person's attendance at the meeting or conference. As such, participants should be prepared to make a report or presentation as requested by the administrator.

Requests to attend local professional development workshops should be submitted to the appropriate administrator two weeks in advance. Requests that require long distance travel,

overnight expenses or more than one school day must be requested at *least* two weeks prior to the trip. Necessary budget conditions must be approved in advance and, if initiated by the teacher, s/he must be a member of the sponsoring association. Preference will be given to an individual if s/he is an officer of the association.

PROFESSIONAL GROWTH

Every six years, permanent certificated employees shall give evidence of professional growth. Six semester hours of college credit or other such activities as are approved by the Board of Education shall be accepted as evidence of professional growth,.

Questions concerning professional growth hours may be answered by referring to the District Personnel Handbook.

PROFESSIONAL ORGANIZATION MEMBERSHIP

Educators consider themselves professionals, and as such they should strive for an active role in their local, state, and national professional organizations.

PUBLIC RELATIONS

The degree of success attained by RHS staff is very dependent upon our relations with the immediate community. Staff members should communicate special classroom activities, news of upcoming programs/events, etc. to the district's ~~Assistant Superintendent of Learning's~~ Director of External Relations to help ensure the community has the opportunity to learn of students' and staff members' work and accomplishments. Notifications can also be sent to Judy Startzer to be included in the building web page.

Publications and announcements such as news releases and radio or television spots should be cleared first with the building principal and the district's ~~Assistant Superintendent of Learning~~ Director of External Relations.

PURCHASES / EXPENDITURES

The principal or his representative must authorize all expenditures of school funds. **All bills must have a purchase order number in advance AND be accompanied by an itemized receipt in order to be paid.** No staff member is to purchase items that are to be paid from the school general budget without first obtaining approval from his/her Department Chair. If s/he approves of the purchase, s/he will make the request to the office and obtain the necessary purchase order for the staff member to place the order/make the purchase. Purchase of curriculum resources/materials must also have the advanced approval of the appropriate administrator. ***Each staff member ordering supplies without first clearing an expenditure and/or securing an itemized receipt for the purchase will be responsible for payment***.

REPRODUCTION OF COPYRIGHT MATERIALS

Copyright materials, be they print or non-print and including computer software, will not be duplicated unless such reproduction meets "fair use" standards or unless written permission from the copyright holder has been received. Employees who disregard the District's copyright position are in violation of Board policy and the law and assume all liability and responsibility related thereto.

REQUESTS TO CONTACT STUDENTS

Any person other than a school employee who comes to the school to talk with or take a pupil with him must obtain permission from the principal prior to contacting the pupil. The principal shall not grant permission unless the person has a clearly valid and proper reason for contacting the pupil. Ordinarily such contacts shall be restricted to the student's parents, a close friend of the family when a dire emergency exists, or a law enforcement official. Law enforcement officers should be urged to contact pupils outside of the school whenever possible.

SOCIAL COMMITTEE

An RHS committee has been established to recognize various events involving staff members during the course of the year. An annual individual contribution is requested from staff members to fund the Ralston High Social Committee treasury. Contributions are placed into the Social Committee account. The Social Committee will send items listed below to staff members who have contributed to the social fund at the appropriate time for births, deaths, illness, and marriage. Staff members should notify Mrs. Lewis when appropriate occasions occur for sending cards or gifts from the Ralston High Social fund.

Social Committee funds will be used as follows:

1. Marriage: A $25.00 gift certificate.
2. Birth: A card with a $25.00 gift card.
3. Hospitalization: A $25.00 bouquet for hospitalization of two or more days.
4. Illness: A bouquet will be sent if the staff member is ill at home longer than one week.
5. Funeral: A $25.00 memorial or flowers for death in the immediate family or parent(s) of the staff member (in-laws not included).
6. Any staff member may host a special event (such as a shower, etc.) but this would be independent of anything the social committee does.

SOCIAL MEDIA

Please refer to the District Personnel Handbook and follow expectations as outlined.

SUBSTITUTE PLANNING - RESPONSIBILITIES OF THE REGULAR TEACHER

The regular teacher is required to maintain all of the information a substitute would need in taking over his/her work. Complete lesson plans containing an up-to-date record of the work of the class and an outline of the lessons to be covered during the current week are to be kept in the teacher's plan book. A current seating chart with students' first and last names should also be available for substitute's use. **An up-to-date substitute information form should be on file in the office by the first Friday of each term**. See Mrs. Lewis to identify a priority substitute.

STAFF BULLETIN And 411

A Staff Bulletin and 411 will be published daily. Staff members are responsible for the information contained in the documents. ~~bulletin~~. Announcements needing to be published in the Staff Bulletin need to be submitted to Mrs. Lewis by 7:45 a.m., exactly as you want them to appear.

STUDENT ANNOUNCEMENTS

Daily Student Announcements are sent to all staff via email and are also available in the office. Announcements are to be read each day following the Pledge with reminders to students as needed during Homeroom.

Announcements to be made to students on a given day should be turned in to Mrs. Lewis in the front office no later than 3:20 the day before it is to be read. Submit your **BRIEF, concise** announcement typed exactly as you want it to read.

Announcements must pertain to RHS school business, organizations and activities and need to be signed by the sponsor and an administrator. Announcements will run a maximum of two days in a row without special administrative approval.

STUDENT ATTENDANCE

Teachers are required to enter attendance each day, every period, including Homeroom, within the first 20 minutes of class.

STUDENT HANDBOOK

All staff are to familiarize themselves with student handbook rules and expectations. Furthermore, those rules and expectations should be part of each classroom's rules and procedures and enforced.

STUDENT PASSES

No students should be allowed in the halls without a signed pass at any time, including lunch. Passes from the classrooms should be limited to emergencies. Any staff member who sees a student in the hall has the responsibility to ensure that student has a signed ~~day planner~~ pass and is heading to their destination in a timely manner.

~~Day planner passes can be written for students who have a day planner. Those should be written on the actual DATE in the student's plan book, rather than the back cover "pass page".~~ Pink passes should be used otherwise. Do NOT use random pieces of paper or commonly shared artifacts (like toilet lids or laminated "potty pass") for passes.

Resource centers including the **computer lab**, the **Library Media Center** and the **College Career Center** are available during each class period, lunch, and before/after school for student use. Students who need to leave a class or study hall to work in any of those areas must obtain a signed pass. Students who leave a class on such a pass will remain in the re-assigned area during the entire period. Students who check out of study hall must return to study hall before end of the period.

Apart from obvious emergencies, students are to have a signed ~~day planner~~ pass to the **nurse's office** from the teacher who released them. The nurse will contact the teacher if the student is dismissed from the office back to class and will sign a return pass to class. ~~in the student's planner.~~

STUDY HALL

All staff should be aware of study hall rules whether they supervise a study hall or not. If everyone helps to enforce the rules, the job of the supervisors will be easier.

1. Supervisors will be assigned a specific number of students and a room and will be accountable for the assigned students.

2. The study hall supervisor should be in the assigned room when the tardy bell rings and remain there until the period is completed.
3. A seating chart is to be maintained with students' first and last names, roll taken, and attendance entered in SIMS each hour, each day. It is the supervisor's responsibility to report students who miss or skip out of study hall.
4. Card playing, games, and other such activities that have not been otherwise pre-approved by administration are not to be allowed in the study hall.
5. Study hall supervisors should circulate around the room throughout the period.
6. Study hall supervisors will write NO passes for students to teacher's classrooms. In order to see a teacher, the student must secure a signed pass in his/her day planner from the teacher in advance.
7. If a student **needs** to go to the library, computer lab, office area, or other area, he must have his day planner to request a pass from study hall.
8. Students who leave on a pass must sign out and return to the study hall prior to the end of the period. If a teacher keeps a student the whole period (for a test, for example) the teacher should notify the study hall supervisor. "All period" or "permanent" passes are not to be used!
9. The student's counselor must complete a course-change request before a student can be re-assigned from study hall.

TEACHER ASSIGNMENTS

It is the policy of the Board of Education that teachers be assigned three periods of responsibility. The following combinations are used:

1. Two teaching assignments - 1 + 1/2 period supervisory assignments
2. Three teaching assignments - No other supervisory assignment

TEXTBOOKS

The school expects to furnish textbooks as needed and has adopted a review cycle for all department areas. Therefore, any requests for preview materials need to go through an administrator. Textbooks are expected to last an average of 7 years. All books and supplemental materials, including teaching resources, should be stamped and bar coded with an inventory maintained in the Media Center.

Teachers are responsible for the textbooks and instructional resources checked out to them, including those on classroom shelves. Properly check out and check in books to your students, using the Media Center whenever texts are bar coded. When checking out texts that are not bar coded, keep a record of what numbered book is issued to each student and the condition of the book, noting any pre-existing marks, scratches, etc. *Teachers should direct students to use blue/black ink to write their first and last name in the book circulation record on the inside front cover.* Students should also be directed to maintain a **book cover on all texts, new or used,** that are checked out to them. Encourage students to use paper covers ONLY. The stretchy fabric covers put pressure on the binding and cause our texts to deteriorate more quickly.

Teachers are responsible for materials checked out from the library in the teacher's name. Each student, however, is directly responsible for his/her book after it has been properly checked out to him/her. Students should be expected to keep their books covered, clean, and

dry. Students may be assessed fines for rebinding texts and/or replacing texts that are damaged beyond use or lost. If a student has lost a text, s/he may check out another copy with the understanding that s/he is responsible for the replacement cost of the lost book.

USE OF SCHOOL EQUIPMENT

Faculty and staff members may check out school furniture/equipment by completing forms which will provide a description and serial number/bar code number for each piece of equipment/furniture borrowed.

An Equipment Checkout/Return Form **must be completed prior to** removing any property from the school.

USE OF TOBACCO PRODUCTS

Ralston Public Schools is a tobacco-free school district. There is to be no smoking or use of tobacco **anywhere** by staff members on the Ralston High School campus.

~~WEB PAGES~~

~~All certified staff are expected to have an up-to-date web page linked directly from the RHS home page. At a minimum their page needs to include a current image of the teacher, brief biography, teaching assignment and contact information/availability.~~

~~RALSTON HIGH SCHOOL FEE LIST~~

~~Fees Assessed:~~

~~Extracurricular Activity Fee: $40.00 includes activity ticket~~ ~~Transcripts: $5.00~~

~~Summer School: $175 resident, $225 non-resident.~~ ~~Night School: $300 maximum per class.~~

~~Breakfast Prices: $2.50 Reduced: $0.30~~ ~~Lunch Prices: Main $2.80, Reduced Lunch: $0.40~~

~~Milk 8 oz: $0.50 Orange Juice 4 oz: $0.50~~ ~~Replacement School ID : $5.00~~

~~Temporary School ID: $1.00 Per occurrence~~ ~~Lost/Damaged library and/or classroom textbook: replacement cost~~

~~Lost/Damaged clothing/equipment: replacement cost~~

~~Required clothing for classes and extracurricular activities~~

~~Gym Shorts and Cotton T-shirt~~ ~~Undergarments~~

~~Swimsuit (PE and swimming)~~ ~~Towel (PE and swimming)~~

~~Rubber soled athletic shoes~~ ~~Socks~~

~~FCS (Year 2 & 3): white shirt, black pants, black shoes, and socks~~

~~Medical Technology 1 & 2: Lab Coat and Scrubs~~

Specialized Equipment or Clothing

Shoes appropriate for the activity.
Undergarments appropriate for the activity.
Gym Shorts and Cotton T-shirt
Athletic socks
Golf clubs, practice golf balls, tees.
Baseball glove / softball glove, bat(s)
Tennis racquet
Soccer shin guards
Choir: $250 for competition shirt, pants, ties, dress, shoes and stockings.

Optional Fees -Not Required

Ralston High School Activity Ticket-$40.00
Physicals for Sports-$50.00
Ralston High School Yearbook-$75.00
Parking-$5.00
Graduation attire-$50.00
Student Picture Packages-$15-$25
Team Picture Packages - $15 - $25
Books and materials for personal ownership
Printed clothing
Extracurricular activities admission – Maximum $25.00 per event
Extracurricular activities travel fee – Not to exceed $3500 per event

Certification (Optional to student)

Red Cross Lifeguard certification: $75.00

Donations / Fundraising

Cheer and Pom Uniforms: $1000
As approved by Superintendent or designee

Karen Haase
Steve Wiliams
Bobby Truhe
Tim Malm
Shari Russell, Paralegal

MEMORANDUM

TO: KSB Policy Service Subscribers
FROM: KSB School Law
DATE: May 14, 2018
RE: Annual Policy Updates

Attached are the 2018 KSB School Law policy updates. As has been our practice, we have also included changes to our standard forms and updates on some other laws which do not require changes to policies but do present new obligations or things to keep in mind as you enter the 2018-2019 year. We have broken these down in 3 sections: "Policy Changes;" "Forms Changes;" and "Other Issues to Consider."

To assist subscribers in implementing these policy changes and the other considerations laid out in this Memo, **KSB will hold a webinar on Tuesday, May 22, 2018 at 10:00 a.m. Central Time**. In the webinar, we will give a brief overview of the changes and then answer questions from attendees regarding the policies and other considerations. We will send out the link to the ZOOM conference to subscribers and will post it on the website in the Policy Updates section.

Please feel free to contact us if you have any additional questions or if you would like to have a policy customized or "tweaked" to meet your individual circumstances.

Cornhusker Plaza
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KSBSchoolLaw.com

Policy Changes

REVISION OF POLICY 2002: Organization of the Board

Without fail, some boards struggle each year to appoint board officers. Sometimes no board members volunteer; sometimes no motion receives a second; and sometimes there are dozens of votes without any nominated board member receiving a majority. For example, we believe the current record is 155 votes for the board president position, split 3-3 each time. You saw it play out in the World Herald and on social media this year at Omaha Public Schools.

We have added two provisions to this policy. The first makes clear that the votes to nominate a board officer can be conducted by secret ballot as long as the vote tally is recorded in the minutes. The second is a series of methods the board can use to fill its officer positions if one of the crazy circumstances above happens to your board.

The most common scenario is a split vote multiple times for board president. For that scenario, we've offered 2 options: split the position between the 2 members at 6 months apiece, or flip a coin.

This change is not required but is recommended; you will have to make a choice between 2 options.

REVISION OF POLICY 2006: Complaint Procedure

Our general purpose behind policy 2006 is simple: drive as many different complaints and due process requirements as possible to one place, using one procedure. Unfortunately, bad actors also know that one way to significantly increase the administrative burdens of operating a school is to file complaints in bad faith or to become a "serial filer." Schools have seen an increase in the number of individuals who simply file complaints to be a pain, especially when they can eventually get a review from the board. Additionally, many of these "serial" complainants are either raising illegitimate issues or have no desire to actually resolve claims through the complaint process.

To combat bad faith attempts, we added a section to the policy to address those situations. Even entities like the Office of Civil Rights have

added similar complaint processing restrictions for serial filers. However, because policy 2006 contains many important state and federal law due process components (such as the ADA, Title IX, Section 504, etc.), this section had to be carefully worded to avoid violations. You should review it carefully and decide if the board is comfortable allowing the superintendent to make these determinations.

This policy was also amended to include the standard of evidence that investigators must use when determining if misconduct occurred. This is related to the updates to Policy 5026 regarding sexual misconduct complaints. It is our recommendation that all student misconduct offenses be investigated using the same standard of evidence.

This change is not required but is recommended.

REVISION OF POLICY 2007: Reimbursement and Miscellaneous Expenditures

The Local Government Miscellaneous Expenditures Act allows schools to spend public funds for one recognition dinner each year for elected and appointed officials, employees, or volunteers of the school district. Since the Act was enacted in 1993, the maximum cost per person for the dinner has been $25.00. LB 1036 increases the maximum cost per person for such a dinner to $50.00.

This change is not required but is recommended.

REVISION OF POLICY 2013: Violation of Board Ethics

The current version of Policy 2013 says that a board can go into closed session to discuss a violation of its code of ethics by one of its members. Section 84-1410, governing closed sessions, says that it is permissible to go into closed session "for the prevention of needless injury to the reputation of an individual...if such individual has not requested a public meeting." So long as the underlying reason and technical compliance components of the statute are met, there is no prohibition on using a closed session for protecting the reputation of a board member.

Recently, one of our clients defended an Open Meetings Act complaint filed with the Nebraska Attorney General. In the complaint, the complainant challenged the sufficiency of a closed session motion made by the board of

education. Ultimately, the board wanted to go into closed session to protect the reputation of one of the board members. The Attorney General rejected the idea outright that a board can go into closed session to protect a fellow board member's reputation: "[W]e do not believe that it is a proper reason for a closed session to protect the reputation of a member of the public body."

Consequently, we are revising this policy to remove the authority for the board to use closed session to hold a discussion of a violation of board ethics. We also encourage all boards to be mindful of this decision in the event they want to use closed session to protect a board member's reputation for other reasons.

These changes are required.

REVISION OF POLICY 3020: Copyright Compliance

This year, we took a fresh look at our copyright policy. After reviewing the federal Copyright Act and other copyright laws, we have incorporated several new sections into this policy. Each new section is designed to increase compliance with copyright laws and preserve defenses the district and individuals will have in the event of a violation by a student or staff member engaged in district curriculum, activities, or programs.

The policy requires any staff member who wants to use a copyrighted "work" to seek the written permission of the building principal. The principal must ensure either that (1) the district has obtained a license for the use, or (2) the staff member's use of the copyrighted material is a "fair use" for educational purposes. This will require building principals to have a working understanding of what constitutes "fair use" in the educational context, because federal law provides some protection from liability for educational institutions if they authorize use of copyrighted material only when they "reasonably" believe it is a "fair use." Even if a principal accidentally authorizes use of copyrighted material which turns out to be a violation, the defense to liability exists if the principal reasonably believed it was a fair use. This requires some level of consideration of the fair use doctrine, which is why staff members must seek permission of the building principal and why the principal must actually make a fair use determination.

The policy also requires the district to make materials available (and ideally training) to students and staff on the importance of copyright compliance. It provides another defense for the district to use if it

distributes/trains on copyright compliance in an effort to avoid violations of the law.

Finally, the policy authorizes building administrators or their designees to take reasonable steps to stop copyright violations when they discover them, including removing materials from use, limiting access to district devices and technology, and imposing disciplinary consequences.

These changes are required.

REVISION OF POLICIES 3022: Volunteers AND 6027: Field Trips

One of our policy subscribers received multiple requests from convicted felons to volunteer on school district field trips. The school district asked for more specific wording in these policies to make clear that the superintendent had the ultimate authority to reject volunteers or chaperones who were not suitable or appropriate for the assignment.

These changes are not required.

REVISION OF POLICIES 3023: Record Management and Retention (formerly Electronic Record Management)

The Nebraska Secretary of State's Record Management Division has recently completed a full revision of Schedule 10, the record retention schedule which governs school districts. We have added the requirements for general record retention to this policy which previously only addressed electronic records. Given the dominance of digital record-keeping, it did not seem sensible to us to continue distinguishing between electronic and paper records.

We also felt that it was time to review our policy on electronic records management given the huge changes in the management and storage of electronic data with the advent of cloud-based digital communications. If you use a cloud-based service such as Google Apps for Education or Office 365, you will need to select the retention level you have selected from your service provider. If you still use internal servers to host your e-mail, you will need to consult with your technology coordinator to determine how long the district stores e-mail and other electronic data. There is no obligation to

retain all of your e-mail in their original format, but you must identify your retention schedule for these records.

Under the Secretary of State's retention schedule, "short term communications" must be maintained for at least 6 months, which is why we have included that retention period for school-affiliated social media posts. Please note that all this means is that staff using school-affiliated social media posts cannot delete their posts for at least 6 months. If you use Twitter, for example, to announce sports scores, you just cannot go back and delete old Tweets at the end of the school year. You do not have to print these posts -- leaving them on the social media application counts as "maintaining" under the schedules.

We have had numerous issues related to retention and review of security camera footage. School districts' retention obligations for security video is covered by Schedule 24. After consulting with the Secretary of State's office, we have categorized security video as "working papers" which can be destroyed as soon as the school determines that there is no need to keep it. Schools will have to complete an annual disposition report regarding this footage. The Secretary of State's Office was gracious enough to provide us with a sample disposition report on security video footage, which we have included as an example with these updates.

These changes are required.

REVISION OF POLICY 3025: Returned and Outstanding Checks (formerly Returned Checks)

We have updated this policy to include a section on "Outstanding Checks." This year, we had a few boards who issued checks which were not deposited. School auditors recommended to their school districts that they adopt a policy which requires a review after a certain amount of time, and if necessary a follow up with the payee. The new section permits the superintendent to take any action necessary to resolve the matters, including stopping payments and reissuing checks.

This change is not required.

REVISION TO POLICY 3040: School Safety and Security

We have made two changes to the policy. The first deals with requests for memorials. When a school community experiences the death of a student or a similar tragedy, there is often the very human tendency to want to do something in memory of the deceased student. These memorials can range from spontaneous tributes piled at lockers or parking spaces to more permanent, lasting tributes like placing plaques in halls or planting trees or gardens in the student's name. There may also be ceremonies or assemblies that bring together members of the school community to share memories and grieve together. While this is a very understandable impulse, the most current psychological research indicates that these sorts of memorials are not good for kids and they create tremendous potential legal issues. We blogged about this issue last year here. After several schools faced high-profile pressure from their communities to consider allowing student memorials, we reached out to Jolene Palmer, the State Safety and Security Officer. She confirms that it remains best practice to disallow student memorials. While we agree with Ms. Palmer and defer to the research, we also know that there can be tremendous political pressure to allow a memorial. So, we now have two options for memorials. The first is to flatly prohibit them. The second option sets up a process whereby the school's crisis team can consider a request for a memorial and make a recommendation to the board. It is important that you discuss this issue as a board **now** before a crisis event has occurred.

We have also revised the list of crisis team participants to include a representative of the district's IT staff. This person can be an important resource for retrieving security footage, shutting down e-mail access, and other possible crisis response steps.

These changes are not required.

REVISION TO POLICY 3047: Data Breach and Response

We updated this policy to include the security standards put in place by LB 757. LB 757 requires that districts implement appropriate security procedures and practices based on the personal information that is handled by the district. It also requires that vendors be held to the same security standards. This means the policy change will only be step one of compliance with this statute. Each district will need to work with its technology staff to

ensure that data security is in place. Districts will also want vendor contracts reviewed as they enter new contracts or review current contracts, to get the required security provisions written into each contract.

This change is required.

NEW POLICY 3048: Communicable Disease

The KSB Policy Service used to include a policy on communicable diseases, but we decided it duplicated other policies and wasn't needed. Some of our subscribers requested that we put it back in the service. Policy 3048 is the new and improved version of our communicable disease policy.

This policy is not required.

NEW POLICY 3049: Drones and Unmanned Aircraft

We have added this policy to the service since many schools now use drones or other "Unmanned Aircraft Systems" as part of school programs. The policy contemplates some general use restrictions while also factoring in differences for district uses versus personal or private use on school grounds. The policy generally defers to the superintendent or his or her designee to provide permission, designate authorized areas, and impose other restrictions on the use of drones on school property.

This policy is not required but is strongly recommended.

NEW POLICY 3050: Technology in the Classroom

Some teachers bring "smart speakers" such as Google Home and Alexa Echo devices into their classrooms. This policy addresses the use of those devices, along with assistive technology that has "listen-in" capabilities.

This policy also addresses how educational apps and other software will be used in the classroom and requires teachers to notify the administration of any app or software they plan to use in their classroom that is not issued by the district.

The Children's Privacy Protection Act places limits on the information which operators of websites or online services can collect from children

under the age of 13. COPPA is the reason Twitter and Facebook, for example, have a minimum user age of 13 in their terms of service. The aim is to give parents more control over what information is collected from their children online. Schools are not directly regulated by COPPA, but as the digital revolution has moved into the classroom, schools have increasingly been put in the middle of the relationship between vendors and parents. The FTC is the federal agency which enforced COPPA. It has said it prefers schools to have a system where digital resources are reviewed on a district-wide basis to develop a "whitelist/blacklist" system. But that is a *suggestion*, not a *requirement*. In our experience, this is simply unworkable given the vast array of digital educational resources available and the need for school staff to be nimble in responding to student needs. The FTC has said schools may use a decentralized review so long as the district provides adequate guidance to the staff members who are allowed to make relevant decisions. That means if you adopt this policy with a decentralized process, you will have to provide training for every teacher who is permitted to deploy an app that might collect student data.

There is no standard training protocol on COPPA. The district should document the directive that staff must understand the data implications of app usage and student data privacy. One option would be to require all staff to view this video from PTAC. It is only nine minutes long, not terribly boring, and covers the basics of FERPA and COPPA very well. We also think it will be hard for the FTC or FPCO to say your training was inadequate if you used resources created by the U.S. Department of Education.

The assistive technology provisions are required. The rest of the policy is highly recommended.

REVISION OF POLICY 4012: Staff Internet and Computer Use

Previously, we did not distinguish between staff use of school internet and computers while "on duty" versus "off duty." We have added that distinction to the policy. To start, we simply added "While on Duty" to several of the first few sections of the policy. We then added a section at the very end of the policy on "Off-Duty Personal Use."

This new section mirrors the requirements contained in policy 3044, which covers personal use of school resources, including when it is permissible. This was included in the 2017 updates, and it is required to comply with the Political Accountability and Disclosure Act. In addition to complying with other district policies, it requires personal internet/computer

use by staff to comply with NDE Rule 27, so it is clear that inappropriate or unauthorized use can be used as part of a personnel case or PPC complaint. Finally, the new section and policy 3044 require the employee to report as compensation any taxable "income" as defined by IRS rules. We are not accountants and cannot give tax advice, but we believe there are some authorized uses of school property which arguably could be considered as in-kind "income" which must be accounted for in tax filings.

This change is required.

REVISION OF POLICY 4013: Grievance Procedure

We include this policy in our policy service, but grievance procedures are mandatory subjects of bargaining. We advise schools and ESUs that your grievance procedure which applies to certificated staff should be in your negotiated agreement. Some schools modify and use this policy for administrative and classified staff "grievances," but most school use their general complaint procedure for non-union grievances. Regardless of how you handle your grievance procedures for work-related complaints (negotiated agreement, policy, or handbook), some updates from state and federal law have impacted grievance procedure considerations over the past year. We suggest you consider incorporating the changes below wherever your grievance procedures are housed.

In August, the Nebraska Supreme Court decided *Armstrong v. Clarkson Coll.*, 297 Neb. 595, 901 N.W.2d 1 (2017). The important point for public schools and ESUs in Nebraska relates to grievance procedures. The Court held that prior to filing a lawsuit based upon a breach of contract claim, the plaintiff in the case was first required to exhaust the administrative grievance procedure available to her. We have added a section to our policy making clear that it is a required and not a permissive procedure.

You may recall the NSEA circulating proposed language that local associations presented to boards last year asking the board to consider the grievance procedure as "permissive" or "voluntary" rather than a required administrative procedure to exhaust before filing a lawsuit. We advise our clients not to agree to that. We believe the grievance process is useful, because it forces grievances and related issues into one process for staff members covered by the policy. Most grievances are resolved at the lowest level before they are ever formalized. The downside to a mandatory grievance procedure is that schools may receive more grievances as a result.

Although we shared that concern after reading the case and speaking with the NSEA attorneys, we have not seen a significant uptick in grievances filed. If you have not already, you should talk through that with your board.

Finally, as noted above in the Complaint Procedure updates, schools have seen an increase in the number of individuals who simply file complaints to cause administrative burden. Many of these "serial" complainants are either raising illegitimate issues and/or have no desire to actually resolve claims through the complaint process. We added a section to the policy to address those situations. Even entities like the Office of Civil Rights have added similar complaint processing restrictions for serial filers.

These changes are not required but are recommended. You should review these changes in light of your current grievance procedures and with your board, including adding it as an item to change during your 2018 negotiations.

REVISION OF POLICY 4014: Employment-Related Sexual Harassment

This policy was revised to direct employees who feel they have been harassed to use the complaint procedure found in board policy, or to report the harassment directly to the Title IX coordinator. Prior to this update, the complaint procedure was already in place, and it allowed employees to go directly to the Title IX coordinator. This revision is mostly to clarify the employee's options and streamline the complaint process. Previously this policy also listed board members as a proper person to receive a report of sexual harassment. We have removed that option, because we have seen cases in which a board member had knowledge of a sexual misconduct issue but failed to report it to the administration. This fact was used against the district when the court assessed whether the district was indifferent to the alleged incident.

This change is not required but is recommended.

DELETE POLICY 4047: Implementation of Student Assistance Team Label as "[Intentionally Left Blank]"

During the Safety and Security Updates we released in the fall of 2016, we moved the SAT policy to number 5067. We realized this year that we did not tell you to remove it from its former location in 4047. You do not

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need to change the policy, which is now policy 5067, but you should remove policy 4047. We have updated the 4000 Series Memo and the 4000 Series Index to reflect this change.

This change is not required but is recommended.

REVISION TO POLICY 5008: Pregnant and Parenting Students

We revised this policy last year in order to comply with LB 427, which allowed you to meet the May 1, 2018 deadline for implementation of a policy. After NDE distributed its model policy, we asked their legal counsel to review our policy to make sure they agreed that it was consistent with their model. NDE's legal counsel suggested the changes contained in this policy. These changes are minor, but it is always good to have NDE approve our policy, and we almost always make any changes they suggest. We also sent these revisions out in April, so your board may have already adopted this revision.

This change is required.

REVISION TO POLICY 5017: Routine Directory Information

We have added "Name of parent and/or guardian" to the list of information about a student which may be released without parent knowledge or consent. This allows you to announce the name of a student's parents at senior recognition night or on other occasions. To be candid, we should have included this on the list before now.

This change is not required but is highly recommended.

REVISION OF POLICY 5026: Sex Discrimination and Sexual Harassment of Students; COMBINE POLICIES 5026 AND 5027

The Department of Education released new guidance on Title IX investigations in 2017. In the new guidance the DOE rescinded some Obama administration procedures for the investigation and appeal of district decisions involving sexual harassment. The Trump Administration has indicated that the 2001 Title IX Guidance from the Bush Administration should be followed, unless otherwise directed by the DOE. One of the big

changes from this decision is that districts may choose the appeal process for Title IX investigations. A district is not required to offer an appeal from its decision regarding responsibility and disciplinary sanctions. A district can allow only the accused party to have an appeal, as they are the party that "stands to suffer from any penalty imposed" according to decision from the Office of Civil Rights. A district can also allow appeals for both parties once a decision has been made.

In addition to a decision on the appeals process, the district may choose the level of evidence required to reach a conclusion that sexual misconduct has occurred. The district may use a preponderance of the evidence standard or a clear and convincing evidence standard. A preponderance of the evidence standard means that the evidence shows it is more likely true than not that the accusations are true. A clear and convincing evidence standard is a higher bar of proof that requires a party to show that it is substantially more likely than not that the accusations are true.

These are very brief explanations of the appeals and evidence issues raised by the Title IX guidance. The complaint procedure in Policy 2006 will follow a preponderance of the evidence standard, as that is customary in student conduct investigations, and is lawful under the new guidance. Policy 2006 will also reflect a complaint procedure that allows both parties in a student misconduct allegation to appeal the decision.

This change is required.

DELETE POLICY 5027: Sexual Harassment of Students by Other Students
Label as "[Intentionally Left Blank]"

This policy was combined with policy 5026 and will now be "Intentionally Left Blank."

This change is required.

REVISION OF POLICY 5035: Student Discipline

This policy was revised to reflect changes in state law. LB 1081 was passed this legislative session. Among other things it amended § 79-262 and § 79-293 to require that school districts collaborate with their local

county attorney in order to determine what student conduct should be reported to law enforcement as a criminal violation. One of the forms for the 5000 series will be a form letter for subscribers to send to their county attorney requesting collaboration. Subscribers should attach this updated policy to the form letter and send it out as soon as possible.

The amended § 79-262 requires the annual review of reportable student conduct occur before August 1. We have drafted what offenses we believe should be reported to law enforcement. If your county attorney collaborates with the district and requests additional or different conduct be reported, the district will need to work with their county attorney and amend the policy. The student handbook has been updated with this change as well.

This change is required.

REVISION OF POLICY 5037: Student Internet and Computer Access

This policy was revised to correct an accidental omission that occurred in section I.B.3.

This change is required.

REVISION OF POLICY 5045: Student Fees

This policy was revised to correct section (B)(4) Materials Required for Course Projects. Course projects that are required in the curriculum cannot have a fee associated with them. Elective coursework counts toward graduation and advancement between grades, and does not qualify as an extracurricular activity under § 79-2,126. However, students who wish to buy different or more advanced materials, such as additional art supplies or lumber, may purchase those materials through the school or provide the materials themselves. The course must include a basic project that can meet the curriculum with materials the district will provide.

This change is required.

REVISION OF POLICY 5054: Student Bullying

One of the issues we see school administrators struggle with is how to distinguish between conduct which is bullying and other conduct which is annoying or hurtful to students. We have revised the bullying policy to pull two definitions into the policy. We think the definition adopted by the Centers for Disease Control is useful to have in your policy because this is the definition that the federal courts have used in litigation alleging that schools have been deliberately indifferent to bullying among students. We also think the CDC definition provides useful tools to discuss bullying allegations with parents. We have also included the definition of bullying found in state law which requires schools to have an anti-bullying policy. Notice that the policy gives district administrators the discretion to use these two definitions to make their own determination on a case-by-case basis about whether bullying has occurred.

The next set of additions are designed to resolve a conflict between state and federal law. The Nebraska Student Discipline Act says that school administrators may only long-term suspend or expel a student for misconduct which occurs on school grounds, in a school vehicle, or at a school activity. But that does not mean that school administrators can simply ignore off-campus cyberbullying. The IDEA, Section 504, and Title IX all require school staff to take prompt remedial action to assist a student who has been bullied or harassed due to a protected status characteristic -- disability, sex, race, etc. This obligation under federal law exists if the bullying or harassment is interfering with the student's ability to access education, *regardless of where the student was when the bullying or harassment occurred*. We have added two paragraphs to the bullying policy to make the distinction between punishment of the bully and support for the victim clear under the policy. Please also notice that the limits of the Nebraska Student Discipline Act only apply to long-term suspension or expulsion. Schools can (and should) impose a whole range of other consequences on students who bully, including short-term suspension, in-school suspension, counseling, additional academic work detentions, and the like. These consequences serve both to punish the bully and to prove that the district was not deliberately indifferent to the victim, even if the bully could not be expelled.

This change is required.

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REVISION OF POLICY 5057: District Title I Parent and Family Engagement Policy

Once again this year, NDE required a few changes to school districts' Title I policies. We collaborated with NDE on these changes and obtained their approval of this policy. This policy should comply with all items to be reviewed in the event your district is subject to an audit or review of your Title I policy.

This change is required.

REVISION OF POLICY 5062: Lice and Nits

This policy has always had two options. Option A is more aggressive and prohibits lice, louse eggs, and nits. Option B was designed to be less aggressive and more in line with what DHHS and the Centers for Disease Control have said, which is that only live lice or eggs should be a basis for exclusion from school. However, the "Option B" version of the policy still contained two references to "nits." This revision simply corrects that. You may not need to do anything to your policy. However, you should double check your policy to be sure the wording is consistent with your board's choice.

This change is required if you adopted "Option B," and you should check your policy to be sure it is worded correctly if you picked that option.

REVISION OF POLICY 6021: District Criteria for Selecting Evaluators to be Used for Special Education Evaluation and Verification and Independent Educational Evaluations

When the Nebraska Department of Education revamped its website, it changed the URL for service agencies that have approved rates. This revision replaces the old URL with the correct one.

This change is required.

REVISION OF POLICY 6031: Emergency Exclusion

We fixed a sentence fragment in this policy. It was the first sentence under the heading "Extension of Exclusion." In that same paragraph, we changed the word "considered" to "made" in the last sentence.

This change is required.

NEW POLICY 6036: Reading Instruction and Intervention Services OR Nebraska Reading Improvement Act Policy

LB 1081 creates the Nebraska Reading Improvement Act that expresses the Unicameral's intent that all students in public schools be able to read at or above grade level by third grade. In order to meet this goal, school boards are required to develop policies to facilitate reading instruction and intervention services to address student reading needs, including, but not limited to, dyslexia. Beginning with the 2019-20 school year, schools will be required to administer reading assessments approved by NDE three times per school year to all students in kindergarten through third grade. Schools will also be required to provide supplemental reading intervention programs to students identified with reading deficiencies to ensure that they are reading at or above grade level by the end of third grade. This policy addresses all of the requirements of the new Act. However, the Act also authorizes NDE to adopt rules and regulations. We will review any such rules and regulations and amend the policy as necessary prior to the 2019-20 school year.

This policy is required.

Forms Changes

Employment Application (4000 Series)

The state laws regarding Veterans Preference have been updated to change the definitions of who is eligible for a preference and place timeline limitations on some eligible individuals. The changes to the law are best

observed in LB 639 from the last Unicameral session, and you can view the 2-page bill here.

In terms of the changes relevant for schools as employers, the Unicameral added "service members" to the definition section of 48-225 so that the statute not only covers "veterans'" spouses but also the spouses of "servicemembers." The preference given to spouses of servicemembers is limited to the time during which the servicemember is on active duty and up to 180 days of the servicemember's discharge or separation from service. We have updated our form Employment Application to reflect those changes.

NOTE: Many schools still do not include the veterans' preference disclaimer in their job postings. Section 48-227(3) states as follows:

> (3) All notices of positions of employment available for veterans preference and all applications for such positions by the state or its governmental subdivisions shall state that the position is subject to a veterans preference.

Every job opening you post or advertise should include the following wording: "This position is subject to a veterans preference."

These changes are required.

Copyright Compliance for School Staff (4000 Series)

This document is from the U.S. Copyright office and can be distributed to staff as a way to evidence attempts at copyright compliance in the educational setting.

This form is not required but recommended.

Title I School-Parent-Student Compact Example (5000 Series)

Consistent with the Title I policy, we collaborated with NDE to update our model Title I Compact document. The primary change to note is that it no longer requires the signature of the building principal, parents, or eligible students.

These changes are required.

Disenrollment Packet
(5000 Series)

Disenrollment varies based on student age and circumstance. The new packet provides a separate form for each disenrollment situation authorized by state law. The final page of the packet is for the superintendent to fill out in situations that require an exit interview.

These changes are not required but are recommended.

Letter to County Attorney Regarding Collaboration
(5000 Series)

LB 1081 was passed during the legislative session, which amended section 79-283 to require school districts to collaborate with their county attorney to determine what violations of student conduct should be reported law enforcement.

This change is required.

Foreign Exchange Student Application Form
(5000 Series)

Whenever our policies reference a "form" or "application," we try to provide a sample for you to use. We did not have a sample application for foreign exchange students despite the fact that policy 5006 requires the prospective host family to "file an application with the administration to enroll the student."

This form is not required but recommended.

Other Issues to Consider

Procurement With Federal Funds (Policies 3003.1, 3004 and 3004.1)

Last year we made extensive revisions to our construction and purchasing policies in order to comply with revisions to the federal Education Department General Administrative Regulations (EDGAR). This is the regulation that required you to begin bidding all of your school lunch purchases if you spend more than $3,500. In early December 2017, Congress raised the limits for all categories of purchasing for the military and for institutions of higher education. This year, the Office of Management and Budget has announced that it will extend those changes to the programs covered by EDGAR, including K-12 educational entities. The new regulations will be released in July and will be effective immediately. We will have to review the regulations when they are released and will also need to confer with several program offices at the Nebraska Department of Education.

The good news: The purchasing limits for some federal programs are definitely going to be increased for the 2018-19 school year. The federal regulations will increase the limit for micro-purchases from $3,500 to $10,000 and small purchases will increase from $150,000 to $250,000. We might also be able to loosen up some of the other administrative burdens that have been placed on your federal purchasing programs during the 2017-18 school year.

The bad news: We will have to send a separate update on purchasing policies sometime this summer to allow you to take advantage of those higher purchasing limits. The higher limits could potentially apply to Title I, school nutrition, and special education. We do not yet know if the Nebraska Department of Education will take any steps to retain the lower limits in specific program areas, and will work with those offices within NDE to formulate a single set of policy changes that subscribers can adopt. We will also need to review the actual federal regulations to see what, if any, of the other administrative hoops might be eliminated in our new policies.

Voluntary Termination Incentives

The Unicameral passed LB 512 during the 105th Legislature (2017-18) with an effective date of September 1, 2017. Section 11 of that bill is now codified at section 79-8,142, and it provides certain limitations on early

retirement incentives. *These limitations only apply to school districts that are at their maximum budget authority and at their maximum levy*, but we fielded many questions about the changes during this past school year. If you are a school district up against your max budget and levy authority, meeting these requirements will allow qualified payments to be excluded from levy and budget limitations on a scaled basis for the next several years. Section 79-8,142 states:

> (1) A school district may agree to pay incentives to a certificated employee in exchange for a voluntary termination of employment.
>
> (2) For purposes of this section, incentives paid in exchange for a voluntary termination of employment include any amount paid, except pursuant to the Retirement Incentive Plan or Staff Development Assistance agreement required under sections 79-854 to 79-856 for school districts involved in a unification or reorganization, to or on behalf of any certificated staff member in exchange for a voluntary termination of employment, including, but not limited to, early retirement inducements and costs to the school district for insurance coverage for such certificated staff member or any member of such certificated staff member's family.
>
> (3) Incentives paid to a certificated teacher in exchange for a voluntary termination of employment shall be a qualified voluntary termination incentive for a certificated teacher for purposes of sections 77-3442 and 79-1028.01 if:
>
> > (a) All current and future incentives paid by the school district to such certificated teacher for such voluntary termination of employment ***do not exceed thirty-five thousand dollars*** in total and such school district has not and shall not pay any other incentives to such certificated teacher for any voluntary termination of employment;
> >
> > (b) All current and future incentives for such voluntary termination of employment are ***paid within five years*** after such voluntary termination of employment ***or prior to such certificated teacher becoming eligible for medicare***, whichever occurs first;
> >
> > (c) Such school district has, to the satisfaction of the State Board of Education, ***demonstrated*** that the payment of such incentives in exchange for a voluntary termination of

employment ***will result in a net savings in salary and benefit costs to the school district over a five-year period***; and

(d) Such incentives to be paid in exchange for a voluntary termination of employment were ***not included in any collective-bargaining agreement***.

(4) Each school district ***shall report all incentives paid*** in exchange for voluntary terminations of employment on the annual financial report in the manner specified by the department.

(5) The State Board of Education may adopt and promulgate rules and regulations to carry out the purposes of this section.

(Emphasis added).

This statutory change does not necessarily require a change to your school's early retirement policy. However, you should seek a legal review of your policy and agreement if you are looking to use an early retirement program and your district is up against its budget authority and levy limits.

Child Restraint Safety Devices

LB 42 changes the law related to the use of motor vehicle child safety restraint devices. LB 42 requires:

- All children up to 8 years old must ride properly secured in a federally-approved child safety seat.
- Children must ride rear-facing until up to 2 years old or until they reach the upper weight or height limit allowed by the car seat manufacturer.
- Children under 8 years old must ride in the back seat, as long as there is a back seat equipped with a seatbelt and it is not already occupied by other children under 8.
- Children ages 8 to 18 must ride secured in a safety belt or child safety seat (booster seat).

This bill does not require a policy change.

LB 1000: Public Facilities Construction and Finance Act and Bonds

Effective April 17, 2018, any bonds issued under the Public Facilities Construction and Finance Act must be submitted to a vote prior to their issuance.

This bill does not require a policy change.

E-Rate Compliance and Audits

Earlier this school year there was some discussion among educational technology gurus about what school districts must do to prove they have complied with the Children's Internet Protection Act in order the qualify for E-rate funding. The FCC's Small Entity Compliance Guide requires that schools be able to prove that they:

- Implement technology protection measures to prevent students from accessing material which is harmful to minors;
- Have an internet safety policy;
- Held a public hearing when the board originally adopted the internet safety policy;
- Educate students in internet safety and digital citizenship.

If you are a full policy service subscriber, you comply with all of these requirements under two policies. First, Policy 5037 is your internet safety policy and includes the necessary CIPA wording. As long as you can dig up the minutes of the hearing where you originally adopted the district's first internet safety policy, you will be fully compliant with the FCC's regulations. You do not have to hold an annual hearing or review of this policy.

The curriculum piece is met by policy 5054 on student bullying. Years ago, when the FCC regulations came out, we added the last sentence, "Each building shall engage in activities which educate students about bullying, bullying prevention and digital citizenship." We have conferred with SuAnn Witt, the State E-rate Coordinator, and she confirms that this statement is sufficient to comply with the FCC regulations.

Finally, the billed entity in a consortium application (such as the State of Nebraska for Network Nebraska services or your ESU) may request that members of the consortium provide this information to prove their subsidiary

compliance with the regulations. Schools who work with consortia for the E-rate applications should confer with the consortium manager to see what, if any, documentation the consortium will require.

The Protecting Young Victims from Sexual Abuse and Safe Sport Authorization Act of 2017

This law does not apply to most Nebraska schools. This federal law was passed in the wake of the USA Gymnastics sexual abuse scandal. The law is focused on interstate competitive athletics and Olympic and Paralympic national governing bodies that participate in the U.S. Olympic Committee. The law includes amatuer sports leagues that engage in interstate competition. The law does not apply to extracurricular athletics between schools in the same state. If your school engages in interstate athletic competition and you have any questions about the requirements of the law, please contact us.

This law does not require a policy change unless you participate in interstate athletic competitions. If you do, we will help you prepare a policy as needed.

CONCLUSION

It is all too easy to adopt policies that look good, but that do not actually reflect how the school operates or assist the school in accomplishing its goals. Every year we stress that it is very important to us to give you a working, useful set of policies and a continuing ***policy service***. There is no additional charge for revisions to these policies or consultation about them. Please don't hesitate to contact any one of us with questions. Our group e-mail address is ksb@ksbschoollaw.com.

Board Policy Update
2018-2019

Ralston
PUBLIC SCHOOLS

Respectfully Submitted by:

Dr. Mark Adler

June 2018

Ralston PUBLIC SCHOOLS

Policy Update
2018-2019
Summary of Changes

2002	Organization of the Board	**Change is recommended but not required**--Changes options that apply to Election of Board Officers. I am going to defer to the Board for direction on this potential policy change as two different options are presented.
2006	Complaint Procedure	**Change is recommended but not required**--I would recommend that we adopt the revision presented. The revision allows for discretion by the Superintendent against Bad Faith or Serial complaint filings.
2007	Reimbursement and Miscellaneous Expenditures	**Change is recommended but not required**--This change would allow up to $100.00 for board approved recognition materials and up to $50.00 per person for board approved recognition dinners. I would recommend adoption of this change.
2013	Violation of Board Ethics	**Required Change**--This change does not allow the board to enter executive session to protect a board members reputation as it relates to an ethics violation.
3020	Copyright Compliance	**Required Change**--This change brings copyright compliance up to date with current state and federal law and provides a path for students and staff to gain approvals for use through building principals.

3022	Volunteers	**Change is recommended but not required**--This change provides more specific language on volunteers and outlines there is no property right to a volunteer assignment. I would recommend we adopt this change.

Ralston PUBLIC SCHOOLS

3023	Record Management and Retention	**Required Change**--This policy change will significantly update and re-name our record management and retention policy. The technology department is recommending Option 2 at this point as we are currently using Google Vault. It is also recommended by the technology department that we add: The district will also comply with the coordinated and approved Google user agreement.
3025	Returned and Outstanding Checks	**Change Not Required**--This change allows the superintendent or their designee to review all outstanding checks and resolve all matters accordingly. I recommend we adopt this change.
3040	School Safety and Security	**Change Not Required**--Our current Policy 3040 is Compensation of Board Members. I recommend we move that policy to Policy 3053 and add School Safety and Security as Policy 3040. The recommended policy change addresses memorials in schools. I have drafted my own proposal to address memorials for RPS. Mr. Buckingham also reviewed this policy from a Safety Committee standpoint and his suggestions have also been included. I recommend adoption of the changes submitted.
3047	Data Breach Response	**Required Change**--This proposed change aligns this policy with LB 757 requirements. I recommend we adopt the proposed changes.
3048	Communicable Disease	**Change Not Required**--The policy service has presented this policy to be added into school policies if desired. I would recommend we adopt this policy and add it to our policy series as policy 3048. We will move current policy 3048 Cooperative Programs and Services to Policy 3054.
3049	Drones and Unmanned Aircraft	**Change Not Required**--This is a new policy offered by our policy service. This policy is not required but is strongly recommended. I recommend we adopt this policy as submitted.\

Ralston PUBLIC SCHOOLS

3050	Technology in the Classroom	**Some Components are Required**--This is a new policy that addresses smart speaker devices and app selection as it pertains to the protection of student data. I recommend we adopt this policy as submitted. As a District we actually have more specific requirements of staff in app selection which does provide an extra level of security as well.
3053	Compensation of Board Members	**Moved from Policy 3040**
3054	Cooperative Programs and Services	**Moved from Policy 3048**
3055	Golden Age Pass	**Moved from Policy 3049**
3056	Visitors to School	**Moved from Policy 3050**
4012	Staff Internet and Computer Use	**Required Change**--This policy change addresses two areas. The first is to outline "on duty" and "off duty" time for staff. The second addresses required alignment with some provisions with the Political Accountability and Disclosure Act. I recommend we adopt the changes as submitted.
4013	Grievance Procedure	**Submitted to Dr. Rupprecht for Review**
4014	Employment Related Sexual Harassment	**Change is recommended but not required**--This policy change is intended to clarify employee options in addressing a concern and the appropriate process to record a complaint. I recommend we adopt the changes as submitted.
4047	Implementation of Student Assistance Team	**Policy Number Change Only**--This policy has been changed to Policy 5067 to align better with Policy Categories. Policy 4047 will now be open. Current Policy 5067--Teacher Mentoring will not be moved to Policy 5068
5008	Pregnant or Parenting Students	**Required Change**--This policy was already updated by the Board of Education to meet implementation guidelines.

Ralston PUBLIC SCHOOLS

5017	Routine Directory Information	**Change is recommended but not required**--This policy change adds "Name of parent or guardian" to the list of routine director information. I recommend that we adopt this change as presented.
5026 & 5027	Sex Equity in Education Program	**Required Change**--This is our current policy and the policy service is recommending that we combine this policy with Policy 5027 Sexual Harassment of Students by Other Students.
5026 New Combined Policy	Sex Discrimination and Sexual Harassment of Students	**Required Change**--This is an updated and combined policy from both former policies 5026 and 5027. I recommend we adopt the changes as submitted.
5045	Student Fees	**Required Change**--The suggested change outlines basic materials for a required student project for a course will have those costs provided by the District. If a student wishes to do a project beyond a basic level the additional costs would be passed on to the student. I recommend we adopt this change.
5035	Student Discipline	**Required Change**--Our current policy on student discipline is Policy 6024. We are now moving it to Policy 5035. Policy 5035 includes changes required by the passing of LB 1081 that requires schools to collaborate with the County Attorney in reporting outlined student infractions to law enforcement. I recommend we adopt this change as presented.
5037	Student Internet and Information Technology Asset Usage	**Required Change**--Our current policy covers more areas than the basic policy from the policy service but does mirror most components. One small change is recommended in section III-B-3. I recommend we adopt this change as presented and keep our current policy framework.
5045	Student Fees, Fines, and Charges	**Required Change**--Given to Jason for review.

Ralston PUBLIC SCHOOLS

5054	Student Bullying	**Required Change**--The proposed changes further define bullying and incorporate changes in policy to support victims of bullying. I think the proposed changes are provide a more comprehensive policy and would recommend we adopt the changes as presented.
5057	District Title I Parent and Family Engagement Policy	**Required Change**--NDE has required a few changes to policy 5057 so this proposed update includes all of those changes. I recommend we adopt the proposed changes.
5062	Lice and Nits	**We are already in compliance.**
6007	Senior Recognition	This is a needed update to a local policy. We need to change community service hours required for recognition from 70 to 100. Our handbooks and practice has always been to use 100 hours but for some reason we found this was written differently in our Board Policy.
6021	District Criteria for Selecting Evaluators to be Used for Special Education Evaluation	**We are already in compliance.**
6027	Field Trips	**Change is recommended but not required**--This change provides more specific language on volunteers and outlines there is no property right to a volunteer assignment. This is outlined in Policy 3022 Volunteers but directly applies here as well. I would recommend we adopt this change.
6031	Emergency Exclusion	**Required Change**--A sentence fragment was fixed in this policy but the basic operations of the policy have not changed. I recommend we adopt the change as presented.
6036	Reading Instruction and Intervention Services	**Required Change**--This policy change is the result of LB 1081, the Nebraska Reading Improvement Act adopted by the Nebraska Legislature. This policy is required so I would recommend that the board adopt this change as submitted.

Karen Haase
Steve Wiliams
Bobby Truhe
Tim Malm
Shari Russell, Paralegal

MEMORANDUM

TO: KSB Policy Service Subscribers
FROM: KSB School Law
DATE: May 14, 2018
RE: Annual Policy Updates

Attached are the 2018 KSB School Law policy updates. As has been our practice, we have also included changes to our standard forms and updates on some other laws which do not require changes to policies but do present new obligations or things to keep in mind as you enter the 2018-2019 year. We have broken these down in 3 sections: "Policy Changes;" "Forms Changes;" and "Other Issues to Consider."

To assist subscribers in implementing these policy changes and the other considerations laid out in this Memo, **KSB will hold a webinar on Tuesday, May 22, 2018 at 10:00 a.m. Central Time**. In the webinar, we will give a brief overview of the changes and then answer questions from attendees regarding the policies and other considerations. We will send out the link to the ZOOM conference to subscribers and will post it on the website in the Policy Updates section.

Please feel free to contact us if you have any additional questions or if you would like to have a policy customized or "tweaked" to meet your individual circumstances.

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Policy Changes

REVISION OF POLICY 2002: Organization of the Board

Without fail, some boards struggle each year to appoint board officers. Sometimes no board members volunteer; sometimes no motion receives a second; and sometimes there are dozens of votes without any nominated board member receiving a majority. For example, we believe the current record is 155 votes for the board president position, split 3-3 each time. You saw it play out in the World Herald and on social media this year at Omaha Public Schools.

We have added two provisions to this policy. The first makes clear that the votes to nominate a board officer can be conducted by secret ballot as long as the vote tally is recorded in the minutes. The second is a series of methods the board can use to fill its officer positions if one of the crazy circumstances above happens to your board.

The most common scenario is a split vote multiple times for board president. For that scenario, we've offered 2 options: split the position between the 2 members at 6 months apiece, or flip a coin.

This change is not required but is recommended; you will have to make a choice between 2 options.

REVISION OF POLICY 2006: Complaint Procedure

Our general purpose behind policy 2006 is simple: drive as many different complaints and due process requirements as possible to one place, using one procedure. Unfortunately, bad actors also know that one way to significantly increase the administrative burdens of operating a school is to file complaints in bad faith or to become a "serial filer." Schools have seen an increase in the number of individuals who simply file complaints to be a pain, especially when they can eventually get a review from the board. Additionally, many of these "serial" complainants are either raising illegitimate issues or have no desire to actually resolve claims through the complaint process.

To combat bad faith attempts, we added a section to the policy to address those situations. Even entities like the Office of Civil Rights have

added similar complaint processing restrictions for serial filers. However, because policy 2006 contains many important state and federal law due process components (such as the ADA, Title IX, Section 504, etc.), this section had to be carefully worded to avoid violations. You should review it carefully and decide if the board is comfortable allowing the superintendent to make these determinations.

This policy was also amended to include the standard of evidence that investigators must use when determining if misconduct occurred. This is related to the updates to Policy 5026 regarding sexual misconduct complaints. It is our recommendation that all student misconduct offenses be investigated using the same standard of evidence.

This change is not required but is recommended.

REVISION OF POLICY 2007: Reimbursement and Miscellaneous Expenditures

The Local Government Miscellaneous Expenditures Act allows schools to spend public funds for one recognition dinner each year for elected and appointed officials, employees, or volunteers of the school district. Since the Act was enacted in 1993, the maximum cost per person for the dinner has been $25.00. LB 1036 increases the maximum cost per person for such a dinner to $50.00.

This change is not required but is recommended.

REVISION OF POLICY 2013: Violation of Board Ethics

The current version of Policy 2013 says that a board can go into closed session to discuss a violation of its code of ethics by one of its members. Section 84-1410, governing closed sessions, says that it is permissible to go into closed session "for the prevention of needless injury to the reputation of an individual...if such individual has not requested a public meeting." So long as the underlying reason and technical compliance components of the statute are met, there is no prohibition on using a closed session for protecting the reputation of a board member.

Recently, one of our clients defended an Open Meetings Act complaint filed with the Nebraska Attorney General. In the complaint, the complainant challenged the sufficiency of a closed session motion made by the board of

education. Ultimately, the board wanted to go into closed session to protect the reputation of one of the board members. The Attorney General rejected the idea outright that a board can go into closed session to protect a fellow board member's reputation: "[W]e do not believe that it is a proper reason for a closed session to protect the reputation of a member of the public body."

Consequently, we are revising this policy to remove the authority for the board to use closed session to hold a discussion of a violation of board ethics. We also encourage all boards to be mindful of this decision in the event they want to use closed session to protect a board member's reputation for other reasons.

These changes are required.

REVISION OF POLICY 3020: Copyright Compliance

This year, we took a fresh look at our copyright policy. After reviewing the federal Copyright Act and other copyright laws, we have incorporated several new sections into this policy. Each new section is designed to increase compliance with copyright laws and preserve defenses the district and individuals will have in the event of a violation by a student or staff member engaged in district curriculum, activities, or programs.

The policy requires any staff member who wants to use a copyrighted "work" to seek the written permission of the building principal. The principal must ensure either that (1) the district has obtained a license for the use, or (2) the staff member's use of the copyrighted material is a "fair use" for educational purposes. This will require building principals to have a working understanding of what constitutes "fair use" in the educational context, because federal law provides some protection from liability for educational institutions if they authorize use of copyrighted material only when they "reasonably" believe it is a "fair use." Even if a principal accidentally authorizes use of copyrighted material which turns out to be a violation, the defense to liability exists if the principal reasonably believed it was a fair use. This requires some level of consideration of the fair use doctrine, which is why staff members must seek permission of the building principal and why the principal must actually make a fair use determination.

The policy also requires the district to make materials available (and ideally training) to students and staff on the importance of copyright compliance. It provides another defense for the district to use if it

distributes/trains on copyright compliance in an effort to avoid violations of the law.

Finally, the policy authorizes building administrators or their designees to take reasonable steps to stop copyright violations when they discover them, including removing materials from use, limiting access to district devices and technology, and imposing disciplinary consequences.

These changes are required.

REVISION OF POLICIES 3022: Volunteers AND 6027: Field Trips

One of our policy subscribers received multiple requests from convicted felons to volunteer on school district field trips. The school district asked for more specific wording in these policies to make clear that the superintendent had the ultimate authority to reject volunteers or chaperones who were not suitable or appropriate for the assignment.

These changes are not required.

REVISION OF POLICIES 3023: Record Management and Retention (formerly Electronic Record Management)

The Nebraska Secretary of State's Record Management Division has recently completed a full revision of Schedule 10, the record retention schedule which governs school districts. We have added the requirements for general record retention to this policy which previously only addressed electronic records. Given the dominance of digital record-keeping, it did not seem sensible to us to continue distinguishing between electronic and paper records.

We also felt that it was time to review our policy on electronic records management given the huge changes in the management and storage of electronic data with the advent of cloud-based digital communications. If you use a cloud-based service such as Google Apps for Education or Office 365, you will need to select the retention level you have selected from your service provider. If you still use internal servers to host your e-mail, you will need to consult with your technology coordinator to determine how long the district stores e-mail and other electronic data. There is no obligation to

retain all of your e-mail in their original format, but you must identify your retention schedule for these records.

Under the Secretary of State's retention schedule, "short term communications" must be maintained for at least 6 months, which is why we have included that retention period for school-affiliated social media posts. Please note that all this means is that staff using school-affiliated social media posts cannot delete their posts for at least 6 months. If you use Twitter, for example, to announce sports scores, you just cannot go back and delete old Tweets at the end of the school year. You do not have to print these posts -- leaving them on the social media application counts as "maintaining" under the schedules.

We have had numerous issues related to retention and review of security camera footage. School districts' retention obligations for security video is covered by Schedule 24. After consulting with the Secretary of State's office, we have categorized security video as "working papers" which can be destroyed as soon as the school determines that there is no need to keep it. Schools will have to complete an annual disposition report regarding this footage. The Secretary of State's Office was gracious enough to provide us with a sample disposition report on security video footage, which we have included as an example with these updates.

These changes are required.

REVISION OF POLICY 3025: Returned and Outstanding Checks (formerly Returned Checks)

We have updated this policy to include a section on "Outstanding Checks." This year, we had a few boards who issued checks which were not deposited. School auditors recommended to their school districts that they adopt a policy which requires a review after a certain amount of time, and if necessary a follow up with the payee. The new section permits the superintendent to take any action necessary to resolve the matters, including stopping payments and reissuing checks.

This change is not required.

REVISION TO POLICY 3040: School Safety and Security

We have made two changes to the policy. The first deals with requests for memorials. When a school community experiences the death of a student or a similar tragedy, there is often the very human tendency to want to do something in memory of the deceased student. These memorials can range from spontaneous tributes piled at lockers or parking spaces to more permanent, lasting tributes like placing plaques in halls or planting trees or gardens in the student's name. There may also be ceremonies or assemblies that bring together members of the school community to share memories and grieve together. While this is a very understandable impulse, the most current psychological research indicates that these sorts of memorials are not good for kids and they create tremendous potential legal issues. We blogged about this issue last year here. After several schools faced high-profile pressure from their communities to consider allowing student memorials, we reached out to Jolene Palmer, the State Safety and Security Officer. She confirms that it remains best practice to disallow student memorials. While we agree with Ms. Palmer and defer to the research, we also know that there can be tremendous political pressure to allow a memorial. So, we now have two options for memorials. The first is to flatly prohibit them. The second option sets up a process whereby the school's crisis team can consider a request for a memorial and make a recommendation to the board. It is important that you discuss this issue as a board **now** before a crisis event has occurred.

We have also revised the list of crisis team participants to include a representative of the district's IT staff. This person can be an important resource for retrieving security footage, shutting down e-mail access, and other possible crisis response steps.

These changes are not required.

REVISION TO POLICY 3047: Data Breach and Response

We updated this policy to include the security standards put in place by LB 757. LB 757 requires that districts implement appropriate security procedures and practices based on the personal information that is handled by the district. It also requires that vendors be held to the same security standards. This means the policy change will only be step one of compliance with this statute. Each district will need to work with its technology staff to

ensure that data security is in place. Districts will also want vendor contracts reviewed as they enter new contracts or review current contracts, to get the required security provisions written into each contract.

This change is required.

NEW POLICY 3048: Communicable Disease

The KSB Policy Service used to include a policy on communicable diseases, but we decided it duplicated other policies and wasn't needed. Some of our subscribers requested that we put it back in the service. Policy 3048 is the new and improved version of our communicable disease policy.

This policy is not required.

NEW POLICY 3049: Drones and Unmanned Aircraft

We have added this policy to the service since many schools now use drones or other "Unmanned Aircraft Systems" as part of school programs. The policy contemplates some general use restrictions while also factoring in differences for district uses versus personal or private use on school grounds. The policy generally defers to the superintendent or his or her designee to provide permission, designate authorized areas, and impose other restrictions on the use of drones on school property.

This policy is not required but is strongly recommended.

NEW POLICY 3050: Technology in the Classroom

Some teachers bring "smart speakers" such as Google Home and Alexa Echo devices into their classrooms. This policy addresses the use of those devices, along with assistive technology that has "listen-in" capabilities.

This policy also addresses how educational apps and other software will be used in the classroom and requires teachers to notify the administration of any app or software they plan to use in their classroom that is not issued by the district.

The Children's Privacy Protection Act places limits on the information which operators of websites or online services can collect from children

under the age of 13. COPPA is the reason Twitter and Facebook, for example, have a minimum user age of 13 in their terms of service. The aim is to give parents more control over what information is collected from their children online. Schools are not directly regulated by COPPA, but as the digital revolution has moved into the classroom, schools have increasingly been put in the middle of the relationship between vendors and parents. The FTC is the federal agency which enforced COPPA. It has said it prefers schools to have a system where digital resources are reviewed on a district-wide basis to develop a "whitelist/blacklist" system. But that is a *suggestion*, not a *requirement*. In our experience, this is simply unworkable given the vast array of digital educational resources available and the need for school staff to be nimble in responding to student needs. The FTC has said schools may use a decentralized review so long as the district provides adequate guidance to the staff members who are allowed to make relevant decisions. That means if you adopt this policy with a decentralized process, you will have to provide training for every teacher who is permitted to deploy an app that might collect student data.

There is no standard training protocol on COPPA. The district should document the directive that staff must understand the data implications of app usage and student data privacy. One option would be to require all staff to view this video from PTAC. It is only nine minutes long, not terribly boring, and covers the basics of FERPA and COPPA very well. We also think it will be hard for the FTC or FPCO to say your training was inadequate if you used resources created by the U.S. Department of Education.

The assistive technology provisions are required. The rest of the policy is highly recommended.

REVISION OF POLICY 4012: Staff Internet and Computer Use

Previously, we did not distinguish between staff use of school internet and computers while "on duty" versus "off duty." We have added that distinction to the policy. To start, we simply added "While on Duty" to several of the first few sections of the policy. We then added a section at the very end of the policy on "Off-Duty Personal Use."

This new section mirrors the requirements contained in policy 3044, which covers personal use of school resources, including when it is permissible. This was included in the 2017 updates, and it is required to comply with the Political Accountability and Disclosure Act. In addition to complying with other district policies, it requires personal internet/computer

use by staff to comply with NDE Rule 27, so it is clear that inappropriate or unauthorized use can be used as part of a personnel case or PPC complaint. Finally, the new section and policy 3044 require the employee to report as compensation any taxable "income" as defined by IRS rules. We are not accountants and cannot give tax advice, but we believe there are some authorized uses of school property which arguably could be considered as in-kind "income" which must be accounted for in tax filings.

This change is required.

REVISION OF POLICY 4013: Grievance Procedure

We include this policy in our policy service, but grievance procedures are mandatory subjects of bargaining. We advise schools and ESUs that your grievance procedure which applies to certificated staff should be in your negotiated agreement. Some schools modify and use this policy for administrative and classified staff "grievances," but most school use their general complaint procedure for non-union grievances. Regardless of how you handle your grievance procedures for work-related complaints (negotiated agreement, policy, or handbook), some updates from state and federal law have impacted grievance procedure considerations over the past year. We suggest you consider incorporating the changes below wherever your grievance procedures are housed.

In August, the Nebraska Supreme Court decided *Armstrong v. Clarkson Coll.*, 297 Neb. 595, 901 N.W.2d 1 (2017). The important point for public schools and ESUs in Nebraska relates to grievance procedures. The Court held that prior to filing a lawsuit based upon a breach of contract claim, the plaintiff in the case was first required to exhaust the administrative grievance procedure available to her. We have added a section to our policy making clear that it is a required and not a permissive procedure.

You may recall the NSEA circulating proposed language that local associations presented to boards last year asking the board to consider the grievance procedure as "permissive" or "voluntary" rather than a required administrative procedure to exhaust before filing a lawsuit. We advise our clients not to agree to that. We believe the grievance process is useful, because it forces grievances and related issues into one process for staff members covered by the policy. Most grievances are resolved at the lowest level before they are ever formalized. The downside to a mandatory grievance procedure is that schools may receive more grievances as a result.

Although we shared that concern after reading the case and speaking with the NSEA attorneys, we have not seen a significant uptick in grievances filed. If you have not already, you should talk through that with your board.

Finally, as noted above in the Complaint Procedure updates, schools have seen an increase in the number of individuals who simply file complaints to cause administrative burden. Many of these "serial" complainants are either raising illegitimate issues and/or have no desire to actually resolve claims through the complaint process. We added a section to the policy to address those situations. Even entities like the Office of Civil Rights have added similar complaint processing restrictions for serial filers.

These changes are not required but are recommended. You should review these changes in light of your current grievance procedures and with your board, including adding it as an item to change during your 2018 negotiations.

REVISION OF POLICY 4014: Employment-Related Sexual Harassment

This policy was revised to direct employees who feel they have been harassed to use the complaint procedure found in board policy, or to report the harassment directly to the Title IX coordinator. Prior to this update, the complaint procedure was already in place, and it allowed employees to go directly to the Title IX coordinator. This revision is mostly to clarify the employee's options and streamline the complaint process. Previously this policy also listed board members as a proper person to receive a report of sexual harassment. We have removed that option, because we have seen cases in which a board member had knowledge of a sexual misconduct issue but failed to report it to the administration. This fact was used against the district when the court assessed whether the district was indifferent to the alleged incident.

This change is not required but is recommended.

DELETE POLICY 4047: Implementation of Student Assistance Team Label as "[Intentionally Left Blank]"

During the Safety and Security Updates we released in the fall of 2016, we moved the SAT policy to number 5067. We realized this year that we did not tell you to remove it from its former location in 4047. You do not

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need to change the policy, which is now policy 5067, but you should remove policy 4047. We have updated the 4000 Series Memo and the 4000 Series Index to reflect this change.

This change is not required but is recommended.

REVISION TO POLICY 5008: Pregnant and Parenting Students

We revised this policy last year in order to comply with LB 427, which allowed you to meet the May 1, 2018 deadline for implementation of a policy. After NDE distributed its model policy, we asked their legal counsel to review our policy to make sure they agreed that it was consistent with their model. NDE's legal counsel suggested the changes contained in this policy. These changes are minor, but it is always good to have NDE approve our policy, and we almost always make any changes they suggest. We also sent these revisions out in April, so your board may have already adopted this revision.

This change is required.

REVISION TO POLICY 5017: Routine Directory Information

We have added "Name of parent and/or guardian" to the list of information about a student which may be released without parent knowledge or consent. This allows you to announce the name of a student's parents at senior recognition night or on other occasions. To be candid, we should have included this on the list before now.

This change is not required but is highly recommended.

REVISION OF POLICY 5026: Sex Discrimination and Sexual Harassment of Students; COMBINE POLICIES 5026 AND 5027

The Department of Education released new guidance on Title IX investigations in 2017. In the new guidance the DOE rescinded some Obama administration procedures for the investigation and appeal of district decisions involving sexual harassment. The Trump Administration has indicated that the 2001 Title IX Guidance from the Bush Administration should be followed, unless otherwise directed by the DOE. One of the big

changes from this decision is that districts may choose the appeal process for Title IX investigations. A district is not required to offer an appeal from its decision regarding responsibility and disciplinary sanctions. A district can allow only the accused party to have an appeal, as they are the party that "stands to suffer from any penalty imposed" according to decision from the Office of Civil Rights. A district can also allow appeals for both parties once a decision has been made.

In addition to a decision on the appeals process, the district may choose the level of evidence required to reach a conclusion that sexual misconduct has occurred. The district may use a preponderance of the evidence standard or a clear and convincing evidence standard. A preponderance of the evidence standard means that the evidence shows it is more likely true than not that the accusations are true. A clear and convincing evidence standard is a higher bar of proof that requires a party to show that it is substantially more likely than not that the accusations are true.

These are very brief explanations of the appeals and evidence issues raised by the Title IX guidance. The complaint procedure in Policy 2006 will follow a preponderance of the evidence standard, as that is customary in student conduct investigations, and is lawful under the new guidance. Policy 2006 will also reflect a complaint procedure that allows both parties in a student misconduct allegation to appeal the decision.

This change is required.

DELETE POLICY 5027: Sexual Harassment of Students by Other Students
Label as "[Intentionally Left Blank]"

This policy was combined with policy 5026 and will now be "Intentionally Left Blank."

This change is required.

REVISION OF POLICY 5035: Student Discipline

This policy was revised to reflect changes in state law. LB 1081 was passed this legislative session. Among other things it amended § 79-262 and § 79-293 to require that school districts collaborate with their local

county attorney in order to determine what student conduct should be reported to law enforcement as a criminal violation. One of the forms for the 5000 series will be a form letter for subscribers to send to their county attorney requesting collaboration. Subscribers should attach this updated policy to the form letter and send it out as soon as possible.

The amended § 79-262 requires the annual review of reportable student conduct occur before August 1. We have drafted what offenses we believe should be reported to law enforcement. If your county attorney collaborates with the district and requests additional or different conduct be reported, the district will need to work with their county attorney and amend the policy. The student handbook has been updated with this change as well.

This change is required.

REVISION OF POLICY 5037: Student Internet and Computer Access

This policy was revised to correct an accidental omission that occurred in section I.B.3.

This change is required.

REVISION OF POLICY 5045: Student Fees

This policy was revised to correct section (B)(4) Materials Required for Course Projects. Course projects that are required in the curriculum cannot have a fee associated with them. Elective coursework counts toward graduation and advancement between grades, and does not qualify as an extracurricular activity under § 79-2,126. However, students who wish to buy different or more advanced materials, such as additional art supplies or lumber, may purchase those materials through the school or provide the materials themselves. The course must include a basic project that can meet the curriculum with materials the district will provide.

This change is required.

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REVISION OF POLICY 5054: Student Bullying

One of the issues we see school administrators struggle with is how to distinguish between conduct which is bullying and other conduct which is annoying or hurtful to students. We have revised the bullying policy to pull two definitions into the policy. We think the definition adopted by the Centers for Disease Control is useful to have in your policy because this is the definition that the federal courts have used in litigation alleging that schools have been deliberately indifferent to bullying among students. We also think the CDC definition provides useful tools to discuss bullying allegations with parents. We have also included the definition of bullying found in state law which requires schools to have an anti-bullying policy. Notice that the policy gives district administrators the discretion to use these two definitions to make their own determination on a case-by-case basis about whether bullying has occurred.

The next set of additions are designed to resolve a conflict between state and federal law. The Nebraska Student Discipline Act says that school administrators may only long-term suspend or expel a student for misconduct which occurs on school grounds, in a school vehicle, or at a school activity. But that does not mean that school administrators can simply ignore off-campus cyberbullying. The IDEA, Section 504, and Title IX all require school staff to take prompt remedial action to assist a student who has been bullied or harassed due to a protected status characteristic -- disability, sex, race, etc. This obligation under federal law exists if the bullying or harassment is interfering with the student's ability to access education, *regardless of where the student was when the bullying or harassment occurred*. We have added two paragraphs to the bullying policy to make the distinction between punishment of the bully and support for the victim clear under the policy. Please also notice that the limits of the Nebraska Student Discipline Act only apply to long-term suspension or expulsion. Schools can (and should) impose a whole range of other consequences on students who bully, including short-term suspension, in-school suspension, counseling, additional academic work detentions, and the like. These consequences serve both to punish the bully and to prove that the district was not deliberately indifferent to the victim, even if the bully could not be expelled.

This change is required.

REVISION OF POLICY 5057: District Title I Parent and Family Engagement Policy

Once again this year, NDE required a few changes to school districts' Title I policies. We collaborated with NDE on these changes and obtained their approval of this policy. This policy should comply with all items to be reviewed in the event your district is subject to an audit or review of your Title I policy.

This change is required.

REVISION OF POLICY 5062: Lice and Nits

This policy has always had two options. Option A is more aggressive and prohibits lice, louse eggs, and nits. Option B was designed to be less aggressive and more in line with what DHHS and the Centers for Disease Control have said, which is that only live lice or eggs should be a basis for exclusion from school. However, the "Option B" version of the policy still contained two references to "nits." This revision simply corrects that. You may not need to do anything to your policy. However, you should double check your policy to be sure the wording is consistent with your board's choice.

This change is required if you adopted "Option B," and you should check your policy to be sure it is worded correctly if you picked that option.

REVISION OF POLICY 6021: District Criteria for Selecting Evaluators to be Used for Special Education Evaluation and Verification and Independent Educational Evaluations

When the Nebraska Department of Education revamped its website, it changed the URL for service agencies that have approved rates. This revision replaces the old URL with the correct one.

This change is required.

REVISION OF POLICY 6031: Emergency Exclusion

We fixed a sentence fragment in this policy. It was the first sentence under the heading "Extension of Exclusion." In that same paragraph, we changed the word "considered" to "made" in the last sentence.

This change is required.

NEW POLICY 6036: Reading Instruction and Intervention Services OR Nebraska Reading Improvement Act Policy

LB 1081 creates the Nebraska Reading Improvement Act that expresses the Unicameral's intent that all students in public schools be able to read at or above grade level by third grade. In order to meet this goal, school boards are required to develop policies to facilitate reading instruction and intervention services to address student reading needs, including, but not limited to, dyslexia. Beginning with the 2019-20 school year, schools will be required to administer reading assessments approved by NDE three times per school year to all students in kindergarten through third grade. Schools will also be required to provide supplemental reading intervention programs to students identified with reading deficiencies to ensure that they are reading at or above grade level by the end of third grade. This policy addresses all of the requirements of the new Act. However, the Act also authorizes NDE to adopt rules and regulations. We will review any such rules and regulations and amend the policy as necessary prior to the 2019-20 school year.

This policy is required.

Forms Changes

Employment Application (4000 Series)

The state laws regarding Veterans Preference have been updated to change the definitions of who is eligible for a preference and place timeline limitations on some eligible individuals. The changes to the law are best

observed in LB 639 from the last Unicameral session, and you can view the 2-page bill here.

In terms of the changes relevant for schools as employers, the Unicameral added "service members" to the definition section of 48-225 so that the statute not only covers "veterans'" spouses but also the spouses of "servicemembers." The preference given to spouses of servicemembers is limited to the time during which the servicemember is on active duty and up to 180 days of the servicemember's discharge or separation from service. We have updated our form Employment Application to reflect those changes.

NOTE: Many schools still do not include the veterans' preference disclaimer in their job postings. Section 48-227(3) states as follows:

> (3) All notices of positions of employment available for veterans preference and all applications for such positions by the state or its governmental subdivisions shall state that the position is subject to a veterans preference.

Every job opening you post or advertise should include the following wording: "This position is subject to a veterans preference."

These changes are required.

Copyright Compliance for School Staff
(4000 Series)

This document is from the U.S. Copyright office and can be distributed to staff as a way to evidence attempts at copyright compliance in the educational setting.

This form is not required but recommended.

Title I School-Parent-Student Compact Example
(5000 Series)

Consistent with the Title I policy, we collaborated with NDE to update our model Title I Compact document. The primary change to note is that it no longer requires the signature of the building principal, parents, or eligible students.

These changes are required.

Disenrollment Packet
(5000 Series)

Disenrollment varies based on student age and circumstance. The new packet provides a separate form for each disenrollment situation authorized by state law. The final page of the packet is for the superintendent to fill out in situations that require an exit interview.

These changes are not required but are recommended.

Letter to County Attorney Regarding Collaboration
(5000 Series)

LB 1081 was passed during the legislative session, which amended section 79-283 to require school districts to collaborate with their county attorney to determine what violations of student conduct should be reported law enforcement.

This change is required.

Foreign Exchange Student Application Form
(5000 Series)

Whenever our policies reference a "form" or "application," we try to provide a sample for you to use. We did not have a sample application for foreign exchange students despite the fact that policy 5006 requires the prospective host family to "file an application with the administration to enroll the student."

This form is not required but recommended.

Other Issues to Consider

Procurement With Federal Funds (Policies 3003.1, 3004 and 3004.1)

Last year we made extensive revisions to our construction and purchasing policies in order to comply with revisions to the federal Education Department General Administrative Regulations (EDGAR). This is the regulation that required you to begin bidding all of your school lunch purchases if you spend more than $3,500. In early December 2017, Congress raised the limits for all categories of purchasing for the military and for institutions of higher education. This year, the Office of Management and Budget has announced that it will extend those changes to the programs covered by EDGAR, including K-12 educational entities. The new regulations will be released in July and will be effective immediately. We will have to review the regulations when they are released and will also need to confer with several program offices at the Nebraska Department of Education.

The good news: The purchasing limits for some federal programs are definitely going to be increased for the 2018-19 school year. The federal regulations will increase the limit for micro-purchases from $3,500 to $10,000 and small purchases will increase from $150,000 to $250,000. We might also be able to loosen up some of the other administrative burdens that have been placed on your federal purchasing programs during the 2017-18 school year.

The bad news: We will have to send a separate update on purchasing policies sometime this summer to allow you to take advantage of those higher purchasing limits. The higher limits could potentially apply to Title I, school nutrition, and special education. We do not yet know if the Nebraska Department of Education will take any steps to retain the lower limits in specific program areas, and will work with those offices within NDE to formulate a single set of policy changes that subscribers can adopt. We will also need to review the actual federal regulations to see what, if any, of the other administrative hoops might be eliminated in our new policies.

Voluntary Termination Incentives

The Unicameral passed LB 512 during the 105th Legislature (2017-18) with an effective date of September 1, 2017. Section 11 of that bill is now codified at section 79-8,142, and it provides certain limitations on early

retirement incentives. *These limitations only apply to school districts that are at their maximum budget authority and at their maximum levy*, but we fielded many questions about the changes during this past school year. If you are a school district up against your max budget and levy authority, meeting these requirements will allow qualified payments to be excluded from levy and budget limitations on a scaled basis for the next several years. Section 79-8,142 states:

> (1) A school district may agree to pay incentives to a certificated employee in exchange for a voluntary termination of employment.
>
> (2) For purposes of this section, incentives paid in exchange for a voluntary termination of employment include any amount paid, except pursuant to the Retirement Incentive Plan or Staff Development Assistance agreement required under sections 79-854 to 79-856 for school districts involved in a unification or reorganization, to or on behalf of any certificated staff member in exchange for a voluntary termination of employment, including, but not limited to, early retirement inducements and costs to the school district for insurance coverage for such certificated staff member or any member of such certificated staff member's family.
>
> (3) Incentives paid to a certificated teacher in exchange for a voluntary termination of employment shall be a qualified voluntary termination incentive for a certificated teacher for purposes of sections 77-3442 and 79-1028.01 if:
>
> > (a) All current and future incentives paid by the school district to such certificated teacher for such voluntary termination of employment ***do not exceed thirty-five thousand dollars*** in total and such school district has not and shall not pay any other incentives to such certificated teacher for any voluntary termination of employment;
> >
> > (b) All current and future incentives for such voluntary termination of employment are ***paid within five years*** after such voluntary termination of employment ***or prior to such certificated teacher becoming eligible for medicare***, whichever occurs first;
> >
> > (c) Such school district has, to the satisfaction of the State Board of Education, ***demonstrated*** that the payment of such incentives in exchange for a voluntary termination of

employment ***will result in a net savings in salary and benefit costs to the school district over a five-year period***; and

(d) Such incentives to be paid in exchange for a voluntary termination of employment were ***not included in any collective-bargaining agreement***.

(4) Each school district ***shall report all incentives paid*** in exchange for voluntary terminations of employment on the annual financial report in the manner specified by the department.

(5) The State Board of Education may adopt and promulgate rules and regulations to carry out the purposes of this section.

(Emphasis added).

This statutory change does not necessarily require a change to your school's early retirement policy. However, you should seek a legal review of your policy and agreement if you are looking to use an early retirement program and your district is up against its budget authority and levy limits.

Child Restraint Safety Devices

LB 42 changes the law related to the use of motor vehicle child safety restraint devices. LB 42 requires:

- All children up to 8 years old must ride properly secured in a federally-approved child safety seat.
- Children must ride rear-facing until up to 2 years old or until they reach the upper weight or height limit allowed by the car seat manufacturer.
- Children under 8 years old must ride in the back seat, as long as there is a back seat equipped with a seatbelt and it is not already occupied by other children under 8.
- Children ages 8 to 18 must ride secured in a safety belt or child safety seat (booster seat).

This bill does not require a policy change.

LB 1000: Public Facilities Construction and Finance Act and Bonds

Effective April 17, 2018, any bonds issued under the Public Facilities Construction and Finance Act must be submitted to a vote prior to their issuance.

This bill does not require a policy change.

E-Rate Compliance and Audits

Earlier this school year there was some discussion among educational technology gurus about what school districts must do to prove they have complied with the Children's Internet Protection Act in order the qualify for E-rate funding. The FCC's Small Entity Compliance Guide requires that schools be able to prove that they:

- Implement technology protection measures to prevent students from accessing material which is harmful to minors;
- Have an internet safety policy;
- Held a public hearing when the board originally adopted the internet safety policy;
- Educate students in internet safety and digital citizenship.

If you are a full policy service subscriber, you comply with all of these requirements under two policies. First, Policy 5037 is your internet safety policy and includes the necessary CIPA wording. As long as you can dig up the minutes of the hearing where you originally adopted the district's first internet safety policy, you will be fully compliant with the FCC's regulations. You do not have to hold an annual hearing or review of this policy.

The curriculum piece is met by policy 5054 on student bullying. Years ago, when the FCC regulations came out, we added the last sentence, "Each building shall engage in activities which educate students about bullying, bullying prevention and digital citizenship." We have conferred with SuAnn Witt, the State E-rate Coordinator, and she confirms that this statement is sufficient to comply with the FCC regulations.

Finally, the billed entity in a consortium application (such as the State of Nebraska for Network Nebraska services or your ESU) may request that members of the consortium provide this information to prove their subsidiary

compliance with the regulations. Schools who work with consortia for the E-rate applications should confer with the consortium manager to see what, if any, documentation the consortium will require.

The Protecting Young Victims from Sexual Abuse and Safe Sport Authorization Act of 2017

This law does not apply to most Nebraska schools. This federal law was passed in the wake of the USA Gymnastics sexual abuse scandal. The law is focused on interstate competitive athletics and Olympic and Paralympic national governing bodies that participate in the U.S. Olympic Committee. The law includes amatuer sports leagues that engage in interstate competition. The law does not apply to extracurricular athletics between schools in the same state. If your school engages in interstate athletic competition and you have any questions about the requirements of the law, please contact us.

This law does not require a policy change unless you participate in interstate athletic competitions. If you do, we will help you prepare a policy as needed.

CONCLUSION

It is all too easy to adopt policies that look good, but that do not actually reflect how the school operates or assist the school in accomplishing its goals. Every year we stress that it is very important to us to give you a working, useful set of policies and a continuing ***policy service***. There is no additional charge for revisions to these policies or consultation about them. Please don't hesitate to contact any one of us with questions. Our group e-mail address is ksb@ksbschoollaw.com.

2002
Organization of the Board

1. Membership, Term and Election

    a. The Board of Education shall be comprised of six members who will be elected at large.

    b. Those who wish to serve on the board shall file, be elected, and serve terms of office on the board according to law.

2. Internal Organization and Officers

    a. President

        i. At the regular January meeting, the board shall elect from among its members a president who shall serve in that capacity for one year.

        ii. The president shall preside at all board meetings, and shall perform such other duties as may be prescribed by law or by action of the board.

    b. Vice President

        i. At the regular January meeting, the board shall elect from among its members a vice president who shall serve in that capacity for one year.

        ii. The vice president shall preside in the absence of the president, and shall perform such other duties as are assigned by the board.

    c. Secretary

        i. At the regular January meeting, the board shall elect a secretary who need not be a member of the board. The secretary shall serve in that capacity for one year. If the secretary is a member of the board, an assistant secretary may be named and his or her duties and compensation set by the board.

        ii. The secretary shall see that an accurate record of the proceedings of the board is kept, that a copy of the

proceedings is provided to each board member and to the superintendent, and that a concise summary of each month's meeting is published along with a list of all approved claims. The secretary shall perform such other duties as are prescribed by law and assigned by the board.

d. Treasurer

i. A treasurer from the board will be designated on a year-to-year basis.

ii. The treasurer will sign checks and certain other documents. The treasurer is the custodian of the monies of the district.

iii. The treasurer shall give bond or equivalent insurance coverage payable to the district as prescribed by law with the cost of the bond being paid by the district.

iv. The treasurer shall issue no warrant of payment of claim against the district until such claim has been duly authorized by the board and has been duly countersigned by the president.

v. The vice president or secretary may sign any warrant in the absence of either the president or the treasurer.

3. Board Officer Voting and Tie Breakers

a. The vote to elect board officers may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.

b. In the event any officer cannot be elected by a majority after 10 votes; no votes occur after ten motions fail for lack of a "second,"; or no member volunteers to serve as an officer for a particular position, the tie will be broken by the applicable method:

i. [Option 1]: If the board is split between two members, they will each serve as the officer for six months of the year. The initial six-month term will be determined by coin flip.

[Option 2]: If the board is split between two members, the officer will be determined by coin flip. The

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winning member will be the officer for the upcoming year unless the position changes by action of the board.

ii. If the board is split between more than two members who wish to serve as the officer, any member wanting to serve as the officer will put his or her name into a ~~hat~~drawing. The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.

iii. If no member is willing to serve as an officer for a position which is required to be a member of the board, all non-officers' names will be put into a drawing.~~hat.~~ The name drawn out will be the officer for the upcoming year unless the position changes by action of the board.

~~3.~~4. Committees

a. The board shall authorize such special committees as it deems necessary. The board president shall appoint members to the committee, and designate its function, tasks it is to perform, and a completion date for its work.

b. On or before the beginning of each school year, the board shall appoint three members to form a Committee on Americanism. The committee's duties shall be those prescribed by Nebraska statutes.

~~4.~~5. Vacancies

a. A vacancy on the board of education shall exist when any one of the following occurs:

i. A member submits his or her formal resignation from the board.

ii. A member removes himself or herself from the district or is absent from the district for a continuous period of sixty days.

iii. A member misses more than two consecutive regular board meetings unless excused by a majority of the remaining members.

iv. Such other reasons as are set forth in Nebraska statutes.

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Comment [KH1]: What if no one has a hat? ;-)

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b. The board shall make note the vacancy in its minutes and shall give notice of the date the vacancy occurred, the office vacated, and the length of the unexpired term to (1) the election commissioner or county clerk, and (2) the public by published notice in a newspaper of general circulation in the district.

c. Vacancies shall be filled in the manner set forth in Nebraska statutes.

Adopted on: _____
Revised on: _____
Reviewed on: _____

2002
Organization of the Board

1. Membership, Term and Election

   a. The Board of Education shall be comprised of six members who will be elected at large.

   b. Those who wish to serve on the board shall file, be elected, and serve terms of office on the board according to law.

2. Internal Organization

   a. President

      i. At the regular January meeting, the board shall elect from among its members a president who shall serve in that capacity for one year.

      ii. The president shall preside at all board meetings, and shall perform such other duties as may be prescribed by law or by action of the board.

   b. Vice President

      i. At the regular January meeting, the board shall elect from among its members a vice president who shall serve in that capacity for one year.

      ii. The vice president shall preside in the absence of the president, and shall perform such other duties as are assigned by the board.

   c. Secretary

      i. At the regular January meeting, the board shall elect a secretary who need not be a member of the board. The secretary shall serve in that capacity for one year. If the secretary is a member of the board, an assistant secretary may be named and his or her duties and compensation set by the board.

      ii. The secretary shall see that an accurate record of the proceedings of the board is kept, that a copy of the proceedings is provided to each board member and to the superintendent, and that a concise summary of each month's meeting is published along with a list of all approved claims. The secretary shall perform such other duties as are prescribed by law and assigned by the board.

   d. Treasurer

      i. A treasurer from the board will be designated on a year-to-year basis.

ii. The treasurer will sign checks and certain other documents. The treasurer is the custodian of the monies of the district.

iii. The treasurer shall give a bond or equivalent insurance coverage payable to the district as prescribed by law with the cost of the bond being paid by the district.

iv. The treasurer shall issue no warrant of payment of claim against the district until such claim has been duly authorized by the board and has been duly countersigned by the president.

v. The vice president or secretary may sign any warrant in the absence of either the president or the treasurer.

3. Committees

a. To achieve its goals and objectives and to promote efficiency, the school board may conduct its business or assign various tasks to committees as required or allowed by law.

b. **Committee of the Whole.** The board of education may act as a committee of the whole at a meeting.

c. **Standing Committees.** The board of education shall have the following standing committees:

i. **Committee on Americanism.** On or before the beginning of each school year, the board shall appoint three members to form a Committee on Americanism. The committee's duties shall be those prescribed by Nebraska statutes.

d. **Temporary, Special, or *Ad Hoc* Committees.** The board shall authorize such temporary, special, or *ad hoc* committees as it deems necessary.

e. **Committee Members.** Except as otherwise provided in this policy, the board president shall appoint members to the committee, and designate its function, tasks it is to perform, and a completion date for its work. The board president may authorize the superintendent or other administrator to appoint the members of the committees.

f. **Open Meetings Act.** Committees that constitute a quorum of the board, hold hearings, make policy, or take formal action on behalf of the board of education and committee meetings attended by a quorum of the board shall be subject to the Open Meetings Act. Nothing in this policy shall otherwise require or prohibit the committee from complying with the Open Meetings Act.

4. Vacancies

a. A vacancy on the board of education shall exist when any one of the following occurs:

i. A member submits his or her formal resignation from the board.

ii. A member removes himself or herself from the district or is absent from the district for a continuous period of sixty days.

iii. A member misses more than two consecutive regular board meetings unless excused by a majority of the remaining members.

iv. Such other reasons as are set forth in Nebraska statutes.

b. The board shall make note the vacancy in its minutes and shall give notice of the date the vacancy occurred, the office vacated, and the length of the unexpired term to (1) the election commissioner or county clerk, and (2) the public by published notice in a newspaper of general circulation in the district.

c. Vacancies shall be filled in the manner set forth in Nebraska statutes.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

Procedures- 2002

The designated Treasurer and designated clerk of the board are appointed by and directly responsible to the board of education with these responsibilities required by law:

Designated Clerk of the Board will:

1.Attend regular board meetings, take official minutes, and perform other duties as specified by the Board of Education.

2.Keep an accurate journal of the proceedings of the Board.

3.Have the care and custody of the records, books, and documents of the Board.

4.Prepare and submit to the Board such reports as may be required by law.

5.Make records of the Board available for public inspection.

6. Post minutes on the district website and send to the local newspaper for public record.

Designated treasurer will:

1. Deposit all monies belonging to the Board in accordance with Nebraska law.

2. Prepare and submit in writing a monthly report of the finances of the Board and such other reports as the Board may require.

3. Pay money belonging to the board only upon warrants signed by the president, according to Board direction. This may include utilization of a facsimile of the signature.

4. Furnish a corporate surety bond or certificate of insurance in the amount fixed by the board, approved and paid for by the Board. This bond must be furnished prior to discharging duties.

5. Maintain documents representing investment securities the Board may own and keep the Board informed as to maturing dates of such securities.

6. Execute other duties as specified by the Board of Education and/or as required by the laws of the State of Nebraska.

2006
Complaint Procedure

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

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

Complaint and Appeal Process.

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1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.

2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.

    a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.

    b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.

    c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.

d) Complaints involving discrimination or harassment on the basis of race, color, national origin, gender, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any ~~time to~~time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.

3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:

a) Determine whether the complainant has discussed the matter with the staff member involved.

1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.

2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in his or her sole discretion, determine whether the complaint should be pursued further.

b) Strongly encourage the complainant to reduce his or her concerns to writing.

c) Interview the complainant to determine:

1) All relevant details of the complaint;

2) All witnesses and documents which the complainant believes support the complaint;

3) The action or solution which the complainant seeks.

d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in

writing and shall be submitted within 180 days after the administrator or Title IX/504 coordinator received the complaint.

4. ~~A complainant who~~If either the complainant or the accused party is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint ~~they~~her or she may appeal the decision to the superintendent.

   a) This appeal must be in writing.

   b) This appeal must be received by the superintendent no later than ten (10) business days from the date the administrator or Title IX/504 coordinator communicated his/her decision to the complainant.

   c) The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.

   d) Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 days after the superintendent received complainant's written appeal.

5. ~~A complainant who~~If either the complainant or the accused party is not satisfied with the superintendent's decision regarding a complaint ~~they~~he or she may appeal the decision to the board.

   a) This appeal must be in writing.

   b) This appeal must be received by the board president no later than ten (10) business days from the date the superintendent communicated his/her decision to the complainant.

   c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.

d) The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 days after it received complainant's written appeal.

e) There is no appeal from a decision of the board.

6. When a formal complaint about the superintendent of schools has been filed with the president of the board, the president shall promptly and thoroughly investigate the complaint, and shall:

a) Determine whether the complainant has discussed the matter with the superintendent.

1) If the complainant has not, the board president will urge the complainant to discuss the matter directly with the superintendent, if appropriate.

2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should be pursued further.

b) Strongly encourage the complainant to reduce his or her concerns to writing.

c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.

d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint.

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

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Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Individuals who file complaints (a) ~~Complaints filed~~ without

a good faith ~~ny~~ intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (c) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

Adopted on: _____
Revised on: _____
Reviewed on: _____

2006
Complaint Procedure

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

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.

2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.

    a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.

    b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.

    c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.

    d) Complaints involving discrimination or harassment on the basis of race, color, national origin, gender, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.

3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:

    a) Determine whether the complainant has discussed the matter with the staff member involved.

1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.

2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in his or her sole discretion, determine whether the complaint should be pursued further.

b) Strongly encourage the complainant to reduce his or her concerns to writing.

c) Interview the complainant to determine:

1) All relevant details of the complaint;

2) All witnesses and documents which the complainant believes support the complaint;

3) The action or solution which the complainant seeks.

d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the administrator or Title IX/504 coordinator received the complaint.

4. A complainant who is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint may appeal the decision to the superintendent.

a) This appeal must be in writing.

b) This appeal must be received by the superintendent no later than ten (10) business days from the date the administrator or Title IX/504 coordinator communicated his/her decision to the complainant.

c) The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.

d) Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 days after the superintendent received complainant's written appeal.

5. A complainant who is not satisfied with the superintendent's decision regarding a complaint may appeal the decision to the board.

a) This appeal must be in writing.

b) This appeal must be received by the board president no later than ten (10) business days from the date the superintendent communicated his/her decision to the complainant.

c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.

d) The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 days after it received complainant's written appeal.

e) There is no appeal from a decision of the board.

6. When a formal complaint about the superintendent of schools has been filed with the president of the board, the president shall promptly and thoroughly investigate the complaint, and shall:

a) Determine whether the complainant has discussed the matter with the superintendent.

1) If the complainant has not, the board president will urge the complainant to discuss the matter directly with the superintendent, if appropriate.

2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should be pursued further.

b) Strongly encourage the complainant to reduce his or her concerns to writing.

c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.

d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint.

The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

2007
Reimbursement and Miscellaneous Expenditures

1. Board members, employees, and volunteers of the school district are expected to maintain and enhance their effectiveness by being well-informed on issues affecting education. They are encouraged to attend education workshops, conferences, training programs, official functions, hearings, and meetings sponsored by the school district or state and national educational organizations which are helpful to them in performing their duties or which are in the best interests of the school district.

2. This board hereby gives prior approval for board members to attend meetings described in the preceding paragraph. Upon approval by the board president, or the superintendent or designee when the board president is unavailable, such board members may attend authorized meetings without further action or approval by the board, and shall be paid or reimbursed for registration costs, tuition costs, fees or charges, travel expenses, and costs of meals and lodging as permitted by law.

    a. The superintendent or the superintendent's designee may authorize employees and volunteers to attend meetings described in the first paragraph and may authorize the payment of such registration costs, tuition costs, fees, charges, travel expenses, costs of meals, and/or costs of lodging as he or she deems appropriate and as permitted by law.

    b. Expenses for attendance at any of the above activities shall be paid by the school district as allowed by law. The Board shall pay or reimburse attendees for expenses that are actually, necessarily, and reasonably incurred in attending educational seminars, conventions, and workshops; conferences; training programs; official school functions, hearings or meetings, provided that such reimbursement is permitted by law.

    c. The board authorizes the expenditure of funds for non-alcoholic beverages for individuals attending public meetings of the board and non-alcoholic beverages and meals for individuals while performing or immediately after performing relief, assistance, or support activities in emergency situations, and for any volunteers during or

immediately following their participation in any activity approved by the board.

d. It is in the best interest of this school district to recognize service by board members, employees, and volunteers. The board authorizes the president, superintendent or the superintendent's designee to determine when and to whom plaques, certificates of achievement, flowers or other items of value should be granted, provided that no such plaque, certificate, flowers or other item of value shall cost more than $100.00.

e. Funds may be spent for one recognition dinner each year for elected and appointed officials, employees or volunteers of the school district. The maximum cost per person for such a dinner shall not exceed ~~$25.00~~$50.00.

Adopted on: _____
Revised on: _____
Reviewed on: _____

2007
Reimbursement and Miscellaneous Expenditures

1. Board members, employees, and volunteers of the school district are encouraged to maintain and enhance their effectiveness by being well-informed on issues affecting education. They are encouraged to attend education workshops, conferences, training programs, official functions, hearings, and meetings sponsored by the school district or state and national educational organizations which are helpful to them in performing their duties or which are in the best interests of the school district.

2. This board hereby gives prior approval for board members to attend meetings described in paragraph no. 1. Upon approval by the board president or the superintendent or designee when the board president is unavailable, such board members may attend authorized meetings without further action or approval by the board, and shall be paid or reimbursed for registration costs, tuition costs, fees or charges, travel expenses, and costs of meals and lodging.

a. The superintendent or the superintendent's designee may authorize employees and volunteers to attend meetings described in paragraph no. 1, and may authorize the payment of such registration costs, tuition costs, fees or charges, travel expenses, costs of meals, and/or costs of lodging as he or she deems appropriate.

b. The decision to authorize attendance at such functions shall be made after consideration of the value to the school district of attending the function, the cost of attendance, the availability of funds in the budget, and such other criteria as the decision-maker deems relevant.

c. The school district may pay the registration costs, tuition costs, fees or charges for such functions along with actual travel expenses, if travel is by commercial or charter means. If the use of a personal automobile is authorized, mileage shall be reimbursed at the rate provided by board policy. The cost of meals and lodging, if authorized, shall be reimbursed based upon documented expenditures actually and necessarily incurred.

d. Upon proper authorization, the board shall allow the payment or reimbursement for expenses incurred by board members, employees or volunteers as otherwise specifically permitted by law.

e. The board authorizes the expenditure of funds for non-alcoholic beverages for individuals attending public meetings of the board and non-alcoholic beverages and meals for individuals while performing or immediately after performing relief, assistance, or support activities in emergency situations, and for any volunteers during or immediately following their participation in any activity approved by the board.

f. It is in the best interest of this school district to recognize service by board members, employees, and volunteers. The board authorizes the president, superintendent or the superintendent's designee to determine when and to whom plaques, certificates of achievement, flowers or other items of value should be granted, provided that no such plaque, certificate, flowers or other item of value shall cost more than $50.00.

g. Funds may be spent for one recognition dinner each year for elected and appointed officials, employees or volunteers of the school district. The maximum cost per person for such a dinner shall not exceed $25.00.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

2013
Violation of Board Ethics

The board of education is responsible for enforcing the code of ethics of its members. If any member of the board commits a serious or repeated violation of the code, the board may take any of the following steps:

1. The board president may confer with the board member who has violated the code of ethics in order to:

   a. Identify the provision of the code that the member has violated;

   b. Propose how the member can remedy the violation;

   c. If the board member who violated the code is the board president, the vice president is empowered to confer with the president about the violation.

2. The board may ~~enter executive session~~discuss the violation as an agenda item at a meeting ~~during a regular meeting~~ to confront the offending board member. However, the board will not enter closed session to hold the discussion of the ethics violation unless the Open Meetings Act authorizes a closed session.

   ~~a. The board may enter executive session when necessary to prevent needless injury to the reputation of the offending board member.~~

   ~~b. During the executive session, board members will identify the provision of the code that has been violated and propose how the member can remedy the violation.~~

   ~~c. The board may invite its attorney to participate in an executive session regarding a breach of board ethics.~~

3. The board may vote to publicly censure any board member who commits a serious or repeated violation of the code. The board will pass a censure motion to inform the community that an individual member of the board is not fulfilling the responsibilities for which he or she was elected.

Adopted on: _____
Revised on: _____
Reviewed on: _____

2013
Violation of Board Ethics

The board of education is responsible for enforcing the code of ethics of its members. If any member of the board commits a serious or repeated violation of the code, the board may take any of the following steps:

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    a. Identify the provision of the code that the member has violated;

    b. Propose how the member can remedy the violation;

    c. If the board member who violated the code is the board president, the vice president is empowered to confer with the president about the violation.

2. The board may enter executive session during a regular meeting to confront the offending board member.

    a. The board may enter executive session when necessary to prevent needless injury to the reputation of the offending board member.

    b. During the executive session, board members will identify the provision of the code that has been violated and propose how the member can remedy the violation.

    c. The board may invite its attorney to participate in an executive session regarding a breach of board ethics.

3. The board may vote to publicly censure any board member who commits a serious or repeated violation of the code. The board will pass a censure motion to inform the community that an individual member of the board is not fulfilling the responsibilities for which he or she was elected.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

3020
Copyright Compliance

Restrictions on Use and Permission. Copyrighted works such as print, audio, video, software, applications, and other documents or media ("works") may be reproduced or used for educational purposes only when the use of the reproduction is a fair use in compliance with ~~the Copyright Act~~state and federal copyright law or when the written permission or license for such use ~~by reproduction~~ has been obtained from the copyright holder. A staff member who wishes ~~wanting~~ to use any non-original work must obtain the prior written permission of the building principal. Unless the district has obtained a license for use of a work for its intended educational purpose, no principal shall grant permission for a requested use of a copyrighted work unless the principal has reasonable grounds to believe that it is a fair use under applicable copyright law. Only works requested to be used in the course and scope of employment with the district will be ~~granted~~permitted.

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Distribution of Copyright Compliance Materials. The district will ~~provide~~make information available to staff and students which describes and promotes compliance with copyright laws.

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Course Materials Subject to Copyright Protection. The purpose of this provision is to provide notice to all staff, students, and parents that course materials may be subject to copyright protection. No class materials may be used or copied for use outside of the class session or sessions in which the materials are used for educational purposes unless authorized or required by law. No student or staff member may take audio or video recording of any class in which copyrighted materials are used unless authorized or required by law or an applicable educational plan provided under state and federal disability laws. Any such recordings will be kept only long as required to fulfill the purpose of the recording, such as for evaluative purposes, or the applicable retention period required by law.

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Copies for Individuals with Disabilities. This policy does not restrict district staff members from reproducing or distributing copies of copyrighted works in a specialized format for use by individuals with disabilities to gain access to the work.

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Removal of Unauthorized Copyrighted Works. Upon obtaining knowledge or awareness of an unauthorized use of copyrighted works, t~~T~~he district will take reasonable steps to remove, ~~stop~~deny access to,

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and stop use of any unauthorized copyrighted work stored in the district's paper or digital files or programs. This includes but is not limited to administrators accessing staff files and equipment for the purpose of physically removing curricular materials or directing staff members to cease using the materials immediately when there has been no license granted or fair use determination made. The superintendent or superintendent's designee may limit or deny access to district materials and programs to students or staff members who engage in ~~repeated~~ violations of this policy or copyright law. The district may require the student or staff member to obtain training on copyright protections and limitations in order to regain access to any such materials or programs.

Violations by Students and Staff. Any staff member who violates this policy will face disciplinary action up to and including the cancellation, non-renewal, or termination of the employee's employment. Any student who violates this policy ~~will~~ may face disciplinary action up to and including expulsion~~, depending on the seriousness of the misconduct~~. Individuals who subject the school district to financial penalty for copyright violations may be required to reimburse the district for its costs for such violation.

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Adopted on: _____
Revised on: _____
Reviewed on: _____

3020
Copyright Compliance

Copyrighted print, audio, video, software and other media may be reproduced only when the use of the reproduction is a fair use in compliance with the Copyright Act or when the written permission for such use by reproduction has been obtained from the copyright holder. Any staff member who violates this policy will face disciplinary action up to and including the cancellation, non-renewal, or termination of the employee's employment. Any student who violates this policy will face disciplinary action up to and including expulsion, depending on the seriousness of the misconduct. Individuals who subject the school district to financial penalty for copyright violations may be required to reimburse the district for its costs for such violation. Illegal copies of copyrighted programs may not be made or used on school equipment. The legal or insurance protection of the District will not be extended to employees who violate copyright laws. The Curriculum and Staff Development Director (s) of the Ralston School District are designated as the only individuals who may sign license agreements for software for schools in the district. (Each school using the software also should have a signature on a copy of the software agreement for local control.)

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

3022
Volunteers

Field Code Changed

Volunteers provide valuable assistance to school district staff and enrich the education program. Community members are encouraged to volunteer their services to the district under the conditions set forth below.

1. Volunteers must provide the district with directory information including their name, address, and telephone number.

2. Upon request by the district, volunteers must promptly execute a Volunteer Services Agreement.

3. The district may, but is not required to, conduct a criminal background check on any volunteer. A potential volunteer who refuses to undergo a background check will not be permitted to volunteer for the district.

4. Volunteers shall not perform the duties of a teacher as that term is defined in Nebraska statutes or regulations.

4.5. Volunteers do not have any property right in or to a volunteer assignment. The school district may deny or terminate a volunteer assignment for any reason~~, including due tobut not limited to any charge or conviction of any misdemeanor involving moral turpitude or any felony; any behavior that would lead a reasonable person to be concerned about interaction with a student; or for any other reason~~ that is not unconstitutional or unlawful. The superintendent's decision shall be final.

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Adopted on: _____
Revised on: _____
Reviewed on: _____

3022
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4.5. Volunteers do not have any property right in or to a volunteer assignment. The school district may deny or terminate a volunteer assignment for any reason~~, including due tobut not limited to any charge or conviction of any misdemeanor involving moral turpitude or any felony; any behavior that would lead a reasonable person to be concerned about interaction with a student; or for any other reason~~ that is not unconstitutional or unlawful. The superintendent's decision shall be final.

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Adopted on: _____
Revised on: _____
Reviewed on: _____

3022
Volunteers

Volunteers provide valuable assistance to school district staff and enrich the education program. Community members are encouraged to volunteer their services to the district under the conditions set forth below.

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2. Upon request by the district, volunteers must promptly execute a Volunteer Services Agreement.

3. The district may, but is not required to, conduct a criminal background check on any volunteer. A potential volunteer who refuses to undergo a background check will not be permitted to volunteer for the district.

4. Volunteers shall not perform the duties of a teacher as that term is defined in Nebraska statutes or regulations.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

3023

~~**Electronic Records Management Policy**~~

Record Management and Retention

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~~In order to meet the District's technical and business needs and to achieve good faith, routine operation of the District's electronic information system, it is the policy of this District to retain electronically stored information in a form with its metadata intact ("ESI") for a period of _____ from the date the ESI is created ("Retention Period"). At the expiration of the Retention Period, the ESI shall be subject to overwriting or deletion from the District's electronic files and records, except as otherwise required by these polices or state and federal law. When ESI is relevant or may reasonably become relevant to pending or reasonably anticipated litigation, such ESI shall be retained until the pending litigation is over or until the reasonable anticipation of litigation no longer exists, regardless of whether such ESI's Retention Period has expired. When ESI is relevant or may reasonably become relevant to pending or reasonably anticipated litigation, the District's central administration office shall send a litigation hold memorandum to all personnel that may have access to such ESI.~~

The school district will comply with all federal record retention requirements, the Nebraska Records Management Act, and with Schedules 10 and 24 of the Nebraska Secretary of State's Records Management Division. These requirements apply to both physical and digital records. When permitted by Schedule 10 and Schedule 24 of the Nebraska Secretary of State's Office, records will be transferred to durable electronic media for long-term storage.

Special Rules Related to Electronic Forms of Communication. Electronically stored information such as e-mail, instant messaging, and other electronic communication are important to the district's overall operation. E-mail and other forms of electronic communication which is subject to retention under the Nebraska Records Management Act may be moved to a storage method other that their original format. Each individual who creates or receives electronic communications that belongs to or pertains to the operation of the district is responsible for determining whether and in what format those records must be maintained. Duplicate records may be destroyed at any time prior to the approved retention period. Staff members who are uncertain about whether a record should be retained should consult with their supervising administrator.

Option 1 - use if the district uses subscription Google Apps but has not activated Vault: Due to the nature and volume of forms of electronic communication related to the operation of the district, transitory or multiple copies of electronic communication will be ~~be~~ retained with metadata intact for 30 days. After this time, the electronically stored information with

metadata intact shall be subject to overwriting or deletion from the district's electronic files and records, except as otherwise required by these polices or state and federal law.

Option 2 – use if the district has a Subscription to Google Apps with Vault activated: The district will archive all Google Apps data with metadata intact, except for instant messaging which users determine to be transitory. Only the domain administrator or other designated individual will be able to retrieve electronic communication and other electronically stored information which has been vaulted.

Option 3 – use if the district uses Office 365: Office 365 allows your system administrator to tailor complete data retention policies for data and communications inclusive of the Office 365 sphere. You will need to check with your system administrator to see how he or she has set the retention for electronically stored information. If the system administrator has selected the minimum retention options, you can adopt Option 1 above and if the system administrator has selected complete retention, you can adopt the following: The district will archive all Office 365 data with metadata intact, except for instant messaging which users determine to be transitory. Only the domain administrator will be able to retrieve electronic communication which has been deleted.

Option 4 – use if the district does not use a hosted e-mail service: The district's data storage capacity is limited. Therefore, electronic communication will only be retained on District resources in its original form with its metadata intact for a period of 60 days from the date the electronic communication is created.

School-affiliated Social Media Posts. Communication on school-affiliated social media accounts are considered short-term communications pursuant to the Records Management Act. As such, they will be retained in their original form on the vendor's system and will not be deleted by the user for at least 6 months. Individuals who are uncertain as to whether a specific social media account is "school-affiliated" should refer to the Board's policy on Staff and District Social Media Use contained elsewhere in these policies.

Special Rules Related to Security Camera Footage. Video footage from security cameras is generally considered working papers under the Records Management Act, and will be overwritten ~~after 30 days or when determined no incident has occurred, whichever is sooner~~consistent with the district's audio and video recording policy. Video footage which captures an event of educational or behavioral significance and contains personally-identifiable

Add,
The District will also comply with coordinated and approved Google user agreement.

information will be maintained by the school district pursuant to its policy on student records.

Student Records. The retention of student records is also governed by the board's policy on student records.

Records Regarding Pending or Threatened Litigation. When litigation against the district or its employees is filed or threatened, the district will take all reasonable action to preserve all documents and records that pertain to the issue. When the district is made aware of pending or threatened litigation, a litigation hold directive will be issued by the superintendent or his/her designee. The directive will be given to all persons suspected of having records that may pertain to the potential issues in the litigation. The litigation hold directive overrides any records retention schedule that may otherwise call for the disposition or destruction of the records until the litigation hold has been lifted.

Adopted on: _____
Revised on: _____
Reviewed on: _____

3023
Electronic Records Management Policy

In order to meet the District's technical and business needs and to achieve good faith, routine operation of the District's electronic information system, it is the policy of this District to retain electronically stored information in a form with its metadata intact ("ESI") for a period of 48 hours from the date the ESI is created ("Retention Period"). At the expiration of the Retention Period, the ESI shall be subject to overwriting or deletion from the District's electronic files and records, except as otherwise required by these policies or state and federal law. When ESI is relevant or may reasonably become relevant to pending or reasonably anticipated litigation, such ESI shall be retained until the pending litigation is over or until the reasonable anticipation of litigation no longer exists, regardless of whether such ESI's Retention Period has expired. When ESI is relevant or may reasonably become relevant to pending or reasonably anticipated litigation, the District's central administration office shall send a litigation hold memorandum to all personnel that may have access to such ESI.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

3025
Returned and Outstanding Checks

Returned Checks. ——Any individual or entity that writes a check to the school district which is returned due to insufficient funds must reimburse the school district in cash for the amount of the check plus a $30.00 returned check charge. Individuals or entities whose checks are repeatedly returned due to insufficient funds may be prohibited from paying amounts due to the school district via check.

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Outstanding Checks. The superintendent will review outstanding checks issued from the school district's accounts. Outstanding checks are those which have not been deposited by the payee within 180 days of issuance. The board authorizes the superintendent or his or her designee to resolve all matters related to outstanding checks, including stopping payment and reissuing checks.

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Adopted on: _____
Revised on: _____
Reviewed on: _____

3025
Returned Checks

Any individual or entity that writes a check to the school district which is returned due to insufficient funds must reimburse the school district in cash for the amount of the check. Individuals or entities whose checks are repeatedly returned due to insufficient funds may be charged a $30.00 returned check charge or prohibited from paying amounts due to the school district via check.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

3040
School Safety and Security

In order to fulfill its obligation to provide a safe and secure learning environment, the Board of Education has adopted this School Safety and Security Policy. Although the district will take reasonable steps to protect students and staff, no entity can provide complete safety and security at all times. This policy does not make the district a guarantor of the safety of students, staff or patrons.

I. General Safety and Security

a. NDE Rubric

The District will meet at least the minimum requirement for each school safety and security standard indicator adopted by the Nebraska Department of Education.

b. School Hours

i. During a crisis situation, the administration will maintain established school hours and proceed with all co-curricular activities as scheduled whenever possible.

ii. If, during a crisis situation, the parent(s) or guardian of a student decide that the student needs to be absent, this absence will be excused.

c. Access to School Facilities

i. The school's facilities may not be used for funeral or memorial services during the school day.

ii. This policy does not discourage the presentation of traditional American Legion memorial services which promote patriotism.

d. Memorials

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Option 1:

i. Memorials often create a visual reminder of a particular crisis that may reintroduce feelings of grief

for students. Therefore, memorials may not be displayed anywhere on ~~the~~ school premises ~~without board approval~~.

ii. This policy is not intended to discourage the acceptance of memorial funds or specific items.

Option 2:

i. Memorials often create a visual reminder of a particular crisis that may reintroduce feelings of grief for students. Therefore, memorials are generally not allowed anywhere on school premises.

ii. Individuals who wish to seek a waiver of the general prohibition against memorials must follow the steps outlined below:

a. The individual must first meet with the Superintendent or his/her designee to discuss the request for a memorial.

b. If the Superintendent determines that additional review is appropriate, he/she will refer the request for consideration by the crisis team.

c. The crisis team will consider:

i. The current research regarding the potential psychological harm that could be caused by a memorial;

ii. The potential disruption to the school's learning environment;

iii. The cost to the district of erecting and/or maintaining a memorial;

iv. Whether prior tragedies have been commemorated by a memorial;

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v. The potential for future tragedies which could necessitate a similar ~~a~~ memorial; and

vi. Any other factor which the crisis team deems relevant to its recommendation.

d. After consideration of the factors outlined above, the crisis team will make a recommendation as to whether the prohibition against memorials should be waived.

e. The Superintendent will communicate the crisis team's recommendation to the individual requesting the memorial.

f. If the crisis team recommends waiver of the prohibition against memorials, the individual who made the initial request must inform the Superintendent if he/she wishes to ask the board to approve the memorial.

g. Memorials may only be approved by the board and only after completion of the process outlined in this policy.

iii. This policy is not intended to discourage the acceptance of memorial funds or specific items.

~~ii.~~

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II. Superintendent's Duties Related to Safety and Security

a. Appointment of Crisis Team

The Superintendent shall appoint members to serve on the school district's crisis team. The superintendent may, but is not required, to include representatives from the following groups on the crisis team:

- Administrators
- Teachers
- Health/mental health
- Facilities staff

- Transportation staff
- Food service staff member
- Information technology staff
- Students
- Parents
- Staff member with expertise on the needs of students with disabilities
- Organizations that serve the disabled
- Organizations that serve the needs of minority populations (ELL, race, etc.)
- Representatives from local early responders (law enforcement, fire and rescue personnel, railroad, factories, etc.)

b. Compliance with Fire and Safety Codes

The Superintendent will ensure that the school district meets all current fire and life safety codes or is in the process of coming into compliance.

c. Annual Safety Audits

The Superintendent will arrange for the performance of an annual safety audits using an external consultants utilizing the standardized audit protocol adopted by the Nebraska Department of Education.

d. Mutual Aid Agreements

The Superintendent will enter into mutual aid agreements to address the academic, physical, operational, psychological, and emotional recovery areas when possible with appropriate local entities.

III. Building Principals' Duties Related to Safety and Security

a. Positive and Safe Learning Environment

Each building principal shall implement a school-wide behavior process to create a positive and safe learning environment.

Each building principal shall conduct training on and require enforcement of the district's anti-bullying and dating violence policies.

Each building principal shall ensure that staff complete the required suicide prevention training as required by board policy.

Each building principal shall require staff to engage in active supervision of students at all times

b. Visitor Protocol.

Each building principal shall adopt a protocol for visitors to his/her school building to sign in upon arrival and departure and to be identified as a visitor while they are in the building during the school day. The protocol must also address visitors in specialized areas of the school such as playgrounds, gyms, cafeterias and the like.

This protocol may be written or unwritten but must be clearly communicated to and enforced by all staff.

The building principal will report individuals who repeatedly violate the visitor protocol to the superintendent for possible exclusion from school facilities pursuant to board policy.

c. Emergency Drills

Each building principal must ensure that the following drills are conducted in his/her building:

i. Fire drills (evacuation): One fire drill conducted monthly with one additional drill being conducted during the first 30 days of school.

ii. Tornado drills (shelter): One drill during the first two weeks of school and the second drill during the month of March.

iii. Bus evacuation drills: Two drills during the school year involving all students and appropriate staff.

Recommended that one drill occur during the first month of school.

Each building principal must also conduct any non-required drills recommended by crisis team.

Each building principal shall conduct a performance review of each of the drills conducted pursuant to this policy. This review does not have to be in writing.

Adopted on: _____
Revised on: _____
Reviewed on: _____

Proposed

3040
School Safety and Security

In order to fulfill its obligation to provide a safe and secure learning environment, the Board of Education has adopted this School Safety and Security Policy. Although the district will take reasonable steps to protect students and staff, no entity can provide complete safety and security at all times. This policy does not make the district a guarantor of the safety of students, staff or patrons.

I. General Safety and Security

a. NDE Rubric

The District will meet at least the minimum requirement for each school safety and security standard indicator adopted by the Nebraska Department of Education.

b. School Hours

i. During a crisis situation, the administration will maintain established school hours and proceed with all co-curricular activities as scheduled whenever possible.

ii. If, during a crisis situation, the parent(s) or guardian of a student decide that the student needs to be absent, this absence may be excused.

c. Access to School Facilities

i. The school's facilities may not be used for funeral or memorial services during the school day.

ii. This policy does not discourage the presentation of traditional American Legion memorial services which promote patriotism.

d. Memorials

All memorial requests must be submitted to the Superintendent of Schools for review and approval. If the Superintendent determines that additional review is

necessary he/she will refer the request for consideration by the Board of Education.

II. Superintendent's Duties Related to Safety and Security

a. Appointment of Crisis Team

The Superintendent or their designee shall appoint members to serve on the school district's crisis team. The superintendent may, but is not required, to include representatives from the following groups on the crisis team:

- Administrators
- Teachers
- Health/mental health
- Facilities staff
- Transportation staff
- Food service staff member
- Information technology staff
- Students
- Parents
- Staff member with expertise on the needs of students with disabilities
- Organizations that serve the disabled
- Organizations that serve the needs of minority populations (ELL, race, etc.)
- Representatives from local early responders (law enforcement, fire and rescue personnel, railroad, factories, etc.)

b. Compliance with Fire and Safety Codes

The Superintendent will ensure that the school district meets all current fire and life safety codes or is in the process of coming into compliance.

c. Annual Safety Audits

The Superintendent or their designee will arrange for the performance of an annual safety audits using an external consultants utilizing the standardized audit protocol adopted by the Nebraska Department of Education.

d. Mutual Aid Agreements

The Superintendent or their designee will enter into mutual aid agreements to address the academic, physical, operational, psychological, and emotional recovery areas when possible with appropriate local entities.

e. Visitor Protocol.

Each building principal shall adopt a protocol for visitors to his/her school building to sign in upon arrival and departure and to be identified as a visitor while they are in the building during the school day. The protocol must also address visitors in specialized areas of the school such as playgrounds, gyms, cafeterias and the like.

This protocol may be written or unwritten but must be clearly communicated to and enforced by all staff.

The building principal will report individuals who repeatedly violate the visitor protocol to the superintendent for possible exclusion from school facilities pursuant to board policy.

f. Emergency Drills

Each building principal must ensure that the following drills are conducted in his/her building:

i. Fire drills (evacuation): One fire drill conducted monthly with one additional drill being conducted during the first 30 days of school.

ii. Tornado drills (shelter): One drill at the beginning of each school year and a second drill during the month of March.

iii. Bus evacuation drills: Two drills during the school year involving all students and appropriate staff. Recommended that one drill occur during the first month of school.

iv. Safety Lockdown Drills: Two drills during the school year with one taking place each semester.

Each building principal must also conduct any non-required drills recommended by crisis team or district safety team.

Each building principal shall conduct a performance review of each of the drills conducted pursuant to this policy. This review does not have to be in writing.

Adopted on: _____
Revised on: _____
Reviewed on: _____

3040
Compensation of Board Members

No member of the Board except the Secretary shall accept or receive any compensation for services performed in discharging the duties of his/her office.

Members of the Board may participate in the school district's hospitalization, medical, surgical, accident, sickness, or term life insurance coverage, or any one or more of such coverages, with the participating Board members paying both the employee and employer portions of the premium for such coverage.

Members of the board may be reimbursed for their actual and necessary expenses incurred while attending authorized conferences or other activities whose purpose is related to instructional or related operational improvement in the district.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

3047
Data Breach Response

I. Preparation

A data breach is an instance in which personal information as defined by state law or personally identifiable information as defined by federal law is released or accessed in an unauthorized manner. The district will implement and maintain reasonable security procedures and practices that are appropriate to the nature and sensitivity of the personal information handled by the district. In order to ensure compliance with state and federal law; in the event of a breach the following preparatory steps shall be taken.

A. Data Governance

The superintendent, or their designee, will create an annually updated data directory that will include:

1. Computing devices purchased by the district,

2. Software that is installed on district devices,

3. Staff members with access to district devices,

4. Staff members with active usernames and passwords for any district software.

B. New Devices and Software

Any new software or device that is used in a district building for district purposes will be submitted to the superintendent or their designee for inclusion in the directory.

II. Incident Response Plan

A. Assessment and Investigation

1. If the District becomes aware of a data breach it will make every reasonable effort to remedy the cause of the breach as soon as possible.

2. The District will conduct a good faith, reasonable, and prompt investigation to determine the likelihood that

personal information has been or will be used for an unauthorized purpose.

3. This investigation will include, but not be limited to, an assessment of what software, hardware, and physical documents were accessed; which District personnel had access to the compromised data; and what specific data was compromised.

B. Notification of Effected Individuals

1. If the investigation determines that the use of information about a Nebraska resident for an unauthorized purpose has occurred or is reasonably likely to occur, the district shall give notice to the affected Nebraska resident.

2. Notice shall be made as soon as possible and without unreasonable delay, consistent with the legitimate needs of law enforcement and consistent with any measures necessary to determine the scope of the breach and to restore the reasonable integrity of the computerized data system.

C. Notification of Law Enforcement and Outside Organizations

1. Should notice of the breach be required to any individual, notice of the breach will be simultaneously sent to the Nebraska Attorney General's office.

2. The Superintendent will determine if the Family Policy Compliance Office will be notified of the breach.

3. The Superintendent will determine if the Privacy Technical Assistance Center will be notified of the breach.

Adopted on: _____
Revised on: _____
Reviewed on: _____

3047
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2. The Superintendent will determine if the Family Policy Compliance Office will be notified of the breach.

3. The Superintendent will determine if the Privacy Technical Assistance Center will be notified of the breach.

Adopted on: August 15, 2017
Revised on: _____
Reviewed on: July 10, 2017

3048
Communicable Disease

The school district strives to provide a safe environment for both students and staff while safeguarding the rights of all students and employees, including those with communicable diseases.

Communicable Diseases. Communicable diseases are defined by the Nebraska Department of Health and Human Services in Title 173 Nebraska Administrative Code Chapter 1 and include HIV/AIDS, Hepatitis (A, B, and E), Measles, Mumps, and Tuberculosis.

School Attendance and Participation in School Sponsored Activities. A student who has been diagnosed with a communicable disease shall be provided with educational services in accordance with state law and board policy. Generally, individuals with a communicable disease will be restricted only to the extent necessary to prevent the transmission of the disease, to protect their health and rights of privacy, and to protect the health and safety of others. The decision regarding a student's education program and placement shall be made on an individual basis in light of current medical and educational information and recommendations. These will be determined by the superintendent, the student's Section 504 or Individualized Education Program (IEP) team, or the district's Crisis Team. In addition, participation in Nebraska School Athletic Association (NSAA) events will be subject to its rules and procedures, if any.

Infection and Exposure Control Procedures/Universal Precautions. The district will monitor the information available through the Federal Centers for Disease Control, the Nebraska Department of Health and Human Services, and the Occupational Safety and Health Administration. This policy and any procedures, universal precautions, or exposure control plan will be modified, if appropriate, based upon the best new medical information provided by the above sources.

The superintendent will take appropriate measures if there is an epidemic or outbreak of a communicable disease which may include, but it's not limited to, the emergency exclusion or alternative placement of students or the closure of a school building or the entire school district.

Confidentiality. The existence of an individual's communicable disease shall be treated as confidential and will be limited to school staff on a "need-to-know" basis. If it is necessary to inform a person of another's condition (due to exposure, for instance), the person will be notified of the confidentiality of that disclosure. In addition, any communication about a

student's communicable disease shall be consistent with that student's IEP or Section 504 Plan, if any.

Staff Training. Staff will receive training regarding communicable diseases and the requirements of this policy and any adopted procedures as part of the training received under the Workplace Injury Prevention and Safety Committee policy.

Reporting. School staff who learn that an individual has a communicable disease will report it to the proper authority as required by Title 173 Nebraska Administrative Code Chapter 1

Adopted on: _____
Revised on: _____
Reviewed on: _____

3049
Drones and Unmanned Aircraft

Drones, Unmanned Aircraft Systems, and any other such vehicles ("drones"), which are not operated for purposes of district programs or activities, may not be operated on or above district property without the prior written permission of the superintendent or designee. Any authorized use of drones must comply with all state and federal regulations governing the operation of drones, including FAA regulations.

Drones owned by the district or operated on or above district property with permission must be operated:

1. In compliance with this policy and all other district policies;
2. Only outside the school building(s) in the area authorized or designated by the superintendent or designee;
3. Under the direct supervision of an individual fully trained and skilled in the system's operation;
4. By an individual with the requisite skill and training to safely operate the drone; and
5. Consistent with any other limitations imposed by the superintendent or designee.

Any monitoring or recording of picture, video, or audio by a drone must have the prior written permission of the superintendent or designee and comply with all board policies governing recordings, data, and records.

Any unauthorized use of a drone is strictly prohibited. Devices used in a manner that does not comply with this policy or applicable state and federal law may be confiscated and the operator may be subject to discipline, civil liability, or criminal liability.

Adopted on: _____
Revised on: _____
Reviewed on: _____

3050
Technology in the Classroom

I. In General

The district desires to use technology in a way that aides in the education of students. New devices and applications offer a number of helpful tools that can improve the student experience and increase learning. Many of these devices and applications also create concerns about student privacy. It is the goal of the district to embrace the helpful elements of technological advancement while remaining mindful of potential student privacy issues.

II. Devices

A. Non-district issued electronic devices may be used in the classroom, under supervision of a staff member. Teachers who wish to bring a device into the classroom on a regular or permanent basis, should inform the principal before deploying the device.

1. Smart speakers such as Google Home, Amazon Echo, Apple HomePod, and similar devices may be used in the classroom. The device must be registered to an account linked to the classroom teacher's school email address. The district will not maintain any records created by use of the smart speaker device. Any record of use will be considered non-record communications pursuant to Nebraska's Records Management Act, and not be maintained by the district.

2. Assistive technology may be used in district classrooms. Any assistive technology, such as an AngelSense device, that uses "listen-in" functionality must have that function disabled while the student using the device is in a district classroom. No assistive technology devices will be permitted to record or transmit the classroom activity of other students unless required by law.

3. All other electronic devices that connect to the internet that a staff member wishes to use for the education of students should be disclosed to the administration prior to use. The district may at any time direct that a teacher discontinue use of a given device.

B. Any classroom recordings made by a staff member will be made pursuant to district policy.

III. Applications

A. School as Agent. The school will serve as an agent for parents/guardians in the collection of information within the school context. The school's use of student information is solely for education purposes.

B. District Applications. The district uses various software applications to record, track, and store student data. Each application selected by the district is in compliance with federal and state law, to the best of the administration's knowledge. Should the district become aware that an application used by the district has suffered a data breach, or been found to be out of compliance with federal or state law, the district will investigate the scope of the violations and notify students, parents, and staff in accordance with district policy.

C. Staff-Selected Applications.

1. Staff are permitted to select applications for use in the classroom.

2. Staff must perform basic due diligence to ensure that the application is safe for students and serves a pedagogical purpose. Staff must notify their supervising administrator of the application they plan to use as part of their lesson plan prior to their use in the classroom. The district may at any time direct that a teacher discontinue use of a given application. The district will provide training on the relevant student privacy laws to staff members who are selecting and deploying applications in the classroom.

3040
Compensation of Board Members

No member of the Board except the Secretary shall accept or receive any compensation for services performed in discharging the duties of his/her office.

Members of the Board may participate in the school district's hospitalization, medical, surgical, accident, sickness, or term life insurance coverage, or any one or more of such coverages, with the participating Board members paying both the employee and employer portions of the premium for such coverage.

Members of the board may be reimbursed for their actual and necessary expenses incurred while attending authorized conferences or other activities whose purpose is related to instructional or related operational improvement in the district.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

Move to Policy 3053

3048
Cooperative Programs and Services

The Ralston Board of Education supports cooperative efforts whenever possible with other local, state and regional entities in matters of common concern. Before joining any cooperative effort, the Ralston Board of Education will consider the best interests of the Ralston student population. The cost to the District of development and/or delivery of such cooperative efforts will be limited to a proportionate share. The Superintendent or designee will include in reports to the Board of Education an evaluation of current cooperative efforts. Programs, and the cost of the programs, that are authorized by the Learning Community of Douglas and Sarpy Counties, and involve Ralston Public School students or facilities, require approval by the Ralston Board of Education prior to implementation.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

Move to Policy 3054

3049
Golden Age Pass

The Ralston Public Schools will issue a Golden Age Pass to any Ralston School District resident, or any parent/guardian or grandparent of any current or open enrolled student. The recipient must be 54 years of age or older. The Golden Age pass identification card will admit the card holder to any Ralston School District sponsored activity without payment of admission, excluding special competitions or tournament games. The card will remain valid during the lifetime of the card holder.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

Moved to Policy 3055

3050
Visitors to Schools

The Board of Education and staff of the District welcome visits to the schools. Such visitations will be governed by those rules and regulations established by the district to provide a safe environment.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

Move to Policy 3056

PROCEDURES: 3044

Visitors to the Schools

In accordance with building and District safety procedures, parents/guardians/patrons, students, and others may visit schools. These visits shall be in compliance with all building and District safety guidelines. The principal or appropriate Central Office administrator authorizing the visits shall consider the following:

- Disruption to the educational environment;
- Distraction to students and staff;
- Confidentiality for students and staff;
- Safety of students and staff.

Parent/Guardians/Patrons

- Parents/Guardians wishing to attend and monitor courses, counseling sessions, and other instructional activities, must obtain prior approval of the appropriate teacher, counselor, or administrator as defined in the student handbook.
- Parents/Guardians attending or monitoring courses with prior approval who, by their conduct or presence, interfere with the educational process or constitute an interference with school purposes, will be asked to leave.
- Parents/Guardians/Patrons attending building assemblies, building activities, classroom activities/parties during school hours will sign in at the office in accordance with building procedures.
- Unless otherwise restricted by law or court order, parents/guardians may visit their child's class only after being granted permission by the principal
- All visitors will report to the school office.

Visitation by Students

- Visits by students from other school districts or buildings must be cleared through the building principal. If approval is given, a visitor's pass will be issued.
- Children below legal school age wishing to visit the school must be accompanied by their parent or guardian.
- Non-students (graduates, etc.) will not be allowed to visit in a building without special permission from the building principal.

Program Visitations

- Persons wishing to visit schools for the purpose of viewing new programs, organizational patterns, facilities, etc. must obtain clearance from the appropriate Central Office administrator.

4012
Staff Internet and Computer Use

Internet access is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching and learning skills. The following procedures and guidelines are intended to ensure appropriate use of the Internet at the school by the district's faculty and staff. Staff should also refer to the district's policy on Staff and District Social Media Use.

I. Staff Expectations in Use of the Internet

A. Acceptable Use While on Duty or ~~Utilizing School Resources(?)~~on School Property

1. Staff shall be restricted to use the Internet to conduct research for instructional purposes.

2. Staff may use the Internet for school-related e-mail communication with fellow educators, students, parents, and patrons.

3. Staff may use the Internet in any other way which serves a legitimate educational purpose and that is consistent with district policy and good professional judgment.

4. Teachers should integrate the use of electronic resources into the classroom. As the quality and integrity of content on the Internet is not guaranteed, teachers must examine the source of the information and provide guidance to students on evaluating the quality of information they may encounter on the Internet.

B. Unacceptable Use While on Duty or on School Property

1. Staff shall not access obscene or pornographic material.

2. Staff shall not engage in any illegal activities on school computers, including the downloading and reproduction of copyrighted materials.

~~3. Staff shall not use chat rooms, message boards, or instant messaging.~~

~~4.~~3. Staff shall not use school computers or district internet access to use peer-to-peer sharing systems such as BitTorrent, or participate in ~~on-line auctions, on-line gaming, mp3/mp4 sharing systems or other digital content sharing systems such as BitTorrent~~any activity which interferes with the staff member's ability to perform their assigned duties.

~~5.~~4. The only political advocacy allowed by staff on school computers or district internet access ~~shall~~ is ~~be lobbying via e-mail on educational-related issues. Before engaging in this sort of activity on school computers or district internet access, staff must obtain the consent of the superintendent or designee.~~that which is permitted by the Political Accountability and Disclosure Act and complies with district policy.

~~6.~~5. Staff shall not share their passwords with anyone, including students, volunteers or fellow employees.

II. School Affiliated Websites

Staff must obtain the permission of the administration prior to creating or publishing any school-affiliated web page which represents itself to be school-related, or which could be reasonably understood to be school-related. This includes any website which identifies the school district by name or which uses the school's mascot name or image.

Staff must provide administrators with the username and password for all school-affiliated web pages and must only publish content appropriate for the school setting. Staff must also comply with all board policies in their school-affiliated websites and must comply with the board's policy on professional boundaries between staff and students at all times and in all contexts.

Publication of student work or personality-identifiable student information on the Internet may violate the Federal Education Records Privacy Act. Staff must obtain the consent of their building principal or the superintendent prior to posting any student-related information on the Internet.

III. Enforcement

A. Methods of Enforcement

The district owns the computer system and monitors e-mail and Internet communications, Internet usage, and patterns of Internet usage. Staff members have no right of privacy in any electronic communications or files, which are stored or accessed on or using school property and these are subject to search and inspection at any time.

1. The district uses a technology protection measure that blocks access to some sites that are not in accordance with the district's policy. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.

2. Due to the nature of technology, the filter may sometimes block pages that are appropriate for staff research. The system administrator may override the technology protection measures that blocks or filters Internet access for staff access to a site with legitimate educational value that is wrongly blocked.

3. The district will monitor staff use of the Internet by monitoring Internet use history to ensure enforcement of this policy.

B. **Any violation of school policy and rules may result in that staff member facing:**

1. Discharge from employment or such other discipline as the administration and/or the board deem appropriate;

2. The filing of a complaint with the Commissioner of Education alleging unprofessional conduct by a certified staff member;

3. When appropriate, the involvement of law enforcement agencies in investigating and prosecuting wrongdoing.

IV. Off-Duty Personal Use

School employees may use the internet, school computers, and other school technology while not on duty for personal use as long as such use is (1) consistent with other district policies, (2) consistent with the provisions of Title 92, Nebraska Administrative Code, Chapter 27 (Nebraska Department of Education "Rule 27"), and (3) is reported as compensation in accordance with the Internal Revenue Code of 1986, as amended, and taxes, if any, are paid. All of the provisions of Rule 27 will apply to non-certificated staff for the purposes of this policy. In addition, employees may not use the school's internet, computers, or other technology to access obscene or pornographic material, sext, or engage in any illegal activities.

Adopted on: _____
Revised on: _____
Reviewed on: _____

4012
Staff Internet and Computer Use

Internet access is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching and learning skills. The following procedures and guidelines are intended to ensure appropriate use of the Internet at the school by the district's faculty and staff. Staff should also refer to the district's policy on Staff and District Social Media Use.

I. Staff Expectations in Use of the Internet

A. Acceptable Use

1. Staff shall be restricted to use the Internet to conduct research for instructional purposes.

2. Staff may use the Internet for school-related e-mail communication with fellow educators, students, parents and patrons.

3. Staff may use the Internet in any other way which serves a legitimate educational purpose and that is consistent with district policy and good professional judgment.

4. Teachers should integrate the use of electronic resources into the classroom. As the quality and integrity of content on the Internet is not guaranteed, teachers must examine the source of the information and provide guidance to students on evaluating the quality of information they may encounter on the Internet.

B. Unacceptable Use

1. Staff shall not access obscene or pornographic material.

2. Staff shall not engage in any illegal activities on school computers, including the downloading and reproduction of copyrighted materials.

3. Staff shall not use chat rooms, message boards, or instant messaging.

4. Staff shall not use school computers or district internet access to participate in on-line auctions, on-line gaming, mp3/mp4 sharing systems or other digital content sharing systems such as BitTorrent.

5. The only political advocacy allowed by staff on school computers or district internet access shall be lobbying via e-mail on educational-related

issues. Before engaging in this sort of activity on school computers or district internet access, staff must obtain the consent of the superintendent or designee.

6. Staff shall not share their passwords with anyone, including students, volunteers or fellow employees.

II. School Affiliated Websites

Staff must obtain the permission of the administration prior to creating or publishing any school-affiliated web page which represents itself to be school-related, or which could be reasonably understood to be school-related. This includes any website which identifies the school district by name or which uses the school's mascot name or image.

Staff must provide administrators with the username and password for all school-affiliated web pages and must only publish content appropriate for the school setting. Staff must also comply with all board policies in their school-affiliated websites and must comply with the board's policy on professional boundaries between staff and students at all times and in all contexts.

Publication of student work or personally-identifiable student information on the Internet may violate the Federal Education Records Privacy Act. Staff must obtain the consent of their building principal or the superintendent prior to posting any student-related information on the Internet.

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A. Methods of Enforcement

The district owns the computer system and monitors e-mail and Internet communications, Internet usage, and patterns of Internet usage. Staff members have no right of privacy in any electronic communications or files, which are stored or accessed on or using school property and these are subject to search and inspection at any time.

1. The district uses a technology protection measure that blocks access to some sites that are not in accordance with the district's policy. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.

2. Due to the nature of technology, the filter may sometimes block pages that are appropriate for staff research. The system administrator may override the technology protection measures that blocks or filters Internet access for staff access to a site with legitimate educational value that is wrongly blocked.

3. The district will monitor staff use of the Internet by monitoring Internet use history to ensure enforcement of this policy.

B. **Any violation of school policy and rules may result in that staff member facing:**

1. Discharge from employment or such other discipline as the administration and/or the board deem appropriate;

2. The filing of a complaint with the Commissioner of Education alleging unprofessional conduct by a certified staff member;

3. When appropriate, the involvement of law enforcement agencies in investigating and prosecuting wrongdoing.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

4014
Employment-Related Sexual Harassment

It is the policy of the school district to provide an environment free of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication constituting sexual harassment. Sexual harassment by any employees and students is unequivocally prohibited. Sexual harassment is misconduct that interferes with work productivity and wrongfully deprives employees of the opportunity to work and students of the opportunity to study and be in an environment free from unsolicited and unwelcome sexual overtones. Sexual harassment includes all unwelcome sexual advances, requests for sexual favors and other such verbal or physical misconduct. Sexual harassment is a prohibited practice and is a violation of the law.

The U.S. Equal Employment Opportunity Commission has issued guidelines interpreting Section 703 of Title VII as prohibiting sexual harassment. Sexual harassment is defined in those guidelines as follows:

> Unwelcome sexual advances, requests for sexual favors, and other verbal or physical misconduct of a sexual nature constitutes sexual harassment when:
>
> (1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment,
>
> (2) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or
>
> (3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

A person who feels harassed is encouraged to inform the person engaging in sexually harassing conduct or communication directly that the conduct or communication is offensive and must stop. If the person who feels harassed does not wish to communicate directly with the person whose conduct or communication is offensive, or if direct communication with the offending person has been ineffective, the

person who feels harassed should report the conduct or communication using the district's complaint policy. Complaints involving sexual harassment may also be submitted at any time to the district's Title IX coordinator.
~~to a supervisor, principal, the superintendent of schools, the Title IX coordinator, or a board of education member with whom he or she feels comfortable in reporting the issue.~~

Regardless of the means selected for resolving the problem, the good faith initiation of a complaint of sexual harassment will not affect the complainant's employment, compensation or work assignments as an employee, or status as a student.

Sexual harassment of ~~one student by another student or~~ students is addressed in a separate policy.

Adopted on: _____
Revised on: _____
Reviewed on: _____

4014
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Regardless of the means selected for resolving the problem, the good faith initiation of a complaint of sexual harassment will not affect the complainant's employment, compensation or work assignments as an employee, or status as a student.

Sexual harassment of one student by another student or students is addressed in a separate policy.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

5017
Routine Directory Information

The school district shall disclose the following as routine directory information pertaining to any past, present or future student who is, has been, or will be regularly enrolled in the district.

- Name and grade
- Name of parent and/or guardian
- Address
- Telephone number, including the student's cell phone number
- E-mail address
- Date and place of birth
- Dates of attendance
- The image or likeness of students in pictures, videotape, film or other medium
- Major field of study
- Participation in activities and sports
- Degrees and awards received
- Social media usernames or handles
- Weight and height of members of athletic teams
- Most recent previous school attended
- Certain class work which may be published onto the Internet
- Classroom assignment and/or home room teacher
- Student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only the authorized user.

Directory information does not include a student's social security number.

Upon request, the district will provide military recruiters and institutions of higher education with the names, addresses and telephone listings of high school students unless a student's parents have notified the district that they do not want this information disclosed without their prior written consent

The district will notify parents and guardians each year of their rights under this policy and the Family Educational Rights and Privacy Act. Parents will be given to opportunity to prevent the release of this directory information

by filing a written objection with the district.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5017
Routine Directory Information

The school district shall disclose the following as routine directory information pertaining to any past, present or future student who is, has been, or will be regularly enrolled in the district.

- Name and grade
- Address
- Telephone number, including the student's cell phone number
- E-mail address
- Date and place of birth
- Dates of attendance
- The image or likeness of students in pictures, videotape, film or other medium
- Major field of study
- Participation in activities and sports
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The district will notify parents and guardians each year of their rights under this policy and the Family Educational Rights and Privacy Act. Parents will be given to opportunity to prevent the release of this directory information by filing a written objection with the district.

Adopted on: August 15, 2017
Revised on: _____
Reviewed on: July 24, 2017

5027 ~~Sexual Harassment of Students by Other Students~~X
Sex Discrimination and Sexual Harassment of Students

I. Sex Discrimination

A. The district prohibits discrimination on the basis of sex in any educational program or activity except when it is necessary to accomplish a specific purpose that does not impinge upon essential equality or fairness in the treatment of students or employees. Employees are required to comply with this policy ~~and the subsequent rules and regulations,~~ as well as with Title IX of the Education Amendments of 1972 and the regulations of the U.S. Department of Education as applicable to this district.

B. Any individual who believes he or she is being discriminated against on the basis of race, color, national origin, ~~gender~~sex, marital status, disability, or age may seek relief by filing a complaint pursuant to the board's complaint policy or contacting the district's Title IX coordinator.

II. Sexual Harassment

Students should be provided with an environment that is free from unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct constituting sexual harassment. The board of education unequivocally prohibits sexual harassment ~~by its students against other students~~ of its students, even when the affected student does not complain to the faculty or the administration.

A.

B. Sexual harassment is a form of misconduct that wrongfully deprives students of their dignity and the opportunity to study and be in an environment free from unwelcome sexual overtones. Sexual harassment includes all unwelcome sexual advances, requests for sexual favors and other such verbal or physical misconduct. Sexual harassment means:

C. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical misconduct of a sexual nature constitutes sexual harassment when such conduct has the

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purpose or effect of unreasonably interfering with an individual's educational opportunities or creates an intimidating, hostile or offensive learning environment.

D. A student who feels he or she has been sexually harassed ~~by another student~~ should directly inform the offending student that the conduct or communication is offensive and must stop. If the student does not wish to communicate directly with the offending student, or if direct communication has been ineffective, the student should report the conduct or communication to the Title IX coordinator or to a teacher, principal or counselor with whom she or he feels comfortable.

E. Retaliation against students who make good faith reports of sexual harassment is prohibited.

III. Disciplinary Decisions

A. A decision to take disciplinary action under this policy may be based on the statements of a complaining student, statements, observations of educators, or any other credible evidence.

B. All complaints against staff members will follow the investigation, decision, and appeal process established in the district's complaint policy.

C. Any student who sexually harasses another student will be subject to discipline up to and including expulsion, depending on the severity of the misconduct, as established in the district's student discipline policy. ~~A decision to take disciplinary action under this policy may be based on the statements of a complaining student, statements, observations of educators, or any other credible evidence.~~

~~This policy pertains to sexual harassment of students by other students. The sexual harassment of students by school district employees is governed by other board policy.~~

Adopted on: _____
Revised on: _____
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5026
Sex Discrimination and Sexual Harassment of Students

I. Sex Discrimination

A. The district prohibits discrimination on the basis of sex in any educational program or activity except when it is necessary to accomplish a specific purpose that does not impinge upon essential equality or fairness in the treatment of students or employees. Employees are required to comply with this policy as well as with Title IX of the Education Amendments of 1972 and the regulations of the U.S. Department of Education as applicable to this district.

B. Any individual who believes he or she is being discriminated against on the basis of race, color, national origin, sex, marital status, disability, or age may seek relief by filing a complaint pursuant to the board's complaint policy or contacting the district's Title IX coordinator.

II. Sexual Harassment

A. Students should be provided with an environment that is free from unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct constituting sexual harassment. The board of education unequivocally prohibits sexual harassment of its students, even when the affected student does not complain to the faculty or the administration.

B. Sexual harassment is a form of misconduct that wrongfully deprives students of their dignity and the opportunity to study and be in an environment free from unwelcome sexual overtones. Sexual harassment includes all unwelcome sexual advances, requests for sexual favors and other such verbal or physical misconduct. Sexual harassment means:

C. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical misconduct of a sexual nature constitutes sexual harassment when such conduct has the purpose or effect of unreasonably interfering with an individual's educational opportunities or creates an intimidating, hostile or offensive learning environment.

D. A student who feels he or she has been sexually harassed should directly inform the offending student that the conduct or communication is offensive and must stop. If the student does not wish to communicate directly with the offending student, or if direct communication has been ineffective, the student should report the conduct or communication to the Title IX coordinator or to a teacher, principal or counselor with whom she or he feels comfortable.

E. Retaliation against students who make good faith reports of sexual harassment is prohibited.

III. Disciplinary Decisions

A. A decision to take disciplinary action under this policy may be based on the statements of a complaining student, statements, observations of educators, or any other credible evidence.

B. All complaints against staff members will follow the investigation, decision, and appeal process established in the district's complaint policy.

C. Any student who sexually harasses another student will be subject to discipline up to and including expulsion, depending on the severity of the misconduct, as established in the district's student discipline policy.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5026
Sex Equality in the Education Program

The district prohibits discrimination on the basis of sex in any educational program or activity except when it is necessary to accomplish a specific purpose that does not impinge upon essential equality or fairness in the treatment of students or employees. Employees are required to comply with this policy and the subsequent rules and regulations, as well as with Title IX of the Education Amendments of 1972 and the regulations of the U.S. Department of Education as applicable to this district.

The district's Title IX Coordinator is the Executive Director of Human Resources. The Title IX Coordinator may be contacted at 402-331-4700 or in person at the Virginia Moon Administrative Center located at 8545 Park Drive, Ralston, NE 68127.

The Title IX Coordinator shall administer, coordinate, and publish this policy, together with any rules and regulations, to all students, parents, and other interested groups and associations. The Title IX Coordinator shall report annually to the board of education on the district's compliance with this policy and shall recommend such changes as he or she deems necessary.

Any individual who believes he or she is being discriminated against on the basis of race, color, national origin, gender, marital status, disability, or age may seek relief by filing a complaint pursuant to Board Policy 2006 – Complaint Policy.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

5027
Sexual Harassment of Students by Other Students

Students should be provided with an environment that is free from unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct constituting sexual harassment. The board of education unequivocally prohibits sexual harassment by its students against other students even when the affected student does not complain to the faculty or the administration.

Sexual harassment is a form of misconduct that wrongfully deprives students of their dignity and the opportunity to study and be in an environment free from unwelcome sexual overtones. Sexual harassment includes all unwelcome sexual advances, requests for sexual favors and other such verbal or physical misconduct. Sexual harassment means:

> Unwelcome sexual advances, requests for sexual favors, and other verbal or physical misconduct of a sexual nature constitutes sexual harassment when such conduct has the purpose or effect of unreasonably interfering with an individual's educational opportunities or creates an intimidating, hostile or offensive learning environment.

A student who feels he or she has been sexually harassed by another student should directly inform the offending student that the conduct or communication is offensive and must stop. If the student does not wish to communicate directly with the offending student, or if direct communication has been ineffective, the student should report the conduct or communication to the Title IX coordinator or to a teacher, principal or counselor, or any other school personnel with whom she or he feels comfortable.

Regardless of the means selected for resolving the problem, the good faith initiation of a complaint of sexual harassment will not cause any reflection on the complaining student, or affect his or her status as a student.

Any student who sexually harasses another student will be subject to discipline up to and including expulsion, depending on the severity of the misconduct. A decision to take disciplinary action under this policy may be based on the statements of a complaining student, statements, observations of educators, or any other credible evidence.

This policy pertains to sexual harassment of students by other students. The sexual harassment of students by school district employees is governed by other board policy.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

5035
Student Discipline

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in this policy and 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. Disciplinary consequences may also include in-school suspension, Saturday School, and any other consequence authorized by law. District administrators may develop building-specific protocols for the imposition of student discipline.

In this policy, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

Any statement, notice, recommendation, determination, or similar action specified in this policy shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her parent or guardian.

Any student who is suspended or expelled from school pursuant to this policy may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

Short-Term Suspension

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

1. Conduct constituting grounds for expulsion as hereinafter set forth; or,

2. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, that occur on or off school grounds, if such conduct interferes

with school purposes or there is a connection between such conduct and school.

The following process applies to short-term suspension:

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

2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he or she is accused of having done, be given an explanation of the evidence the authorities have, and be given an opportunity to explain the student's version of the facts.

3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal will send a written statement to the student, and the student's parent or guardian, describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.

4. Students who are short-term suspended will/will not be given the opportunity to complete classwork, including but not limited to examinations, under the following conditions: _____.

Emergency Exclusion

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

Weapons and/or Firearms

Students may be disciplined for the possession of weapons and/or firearms pursuant to the board's separate policy on weapons and firearms or state law.

Long-Term Suspension

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

Expulsion

1. **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.

2. **Summer Review**. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise the student may be readmitted by action of the Superintendent.

3. **Suspension of Enforcement of an Expulsion**: Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester

in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.

4. **Alternative School or Pre-expulsion Procedures.** The school shall either provide an alternative school, class or educational program for expelled students or shall follow the pre-expulsion procedures outlined in NEB. REV. STAT. 79-266.

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

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, NEB. REV. STAT. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:÷

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means*

any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant);

7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules if such violations constitute a substantial interference with school purposes:
    a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion;
    b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
    c. Violating school bus rules as set by the school district or district staff;
    d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, or a tobacco imitation substance or packaging, regardless of form, including cigarettes, chewing tobacco, and any other form of tobacco or imitation, such as electronic cigarettes, vapor pens, etc.;

e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
f. Possession of pornography;
g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);
h. Engaging in hazing, defined as any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. Hazing activities are generally considered to be: physically abusive, hazardous, and/or sexually violating and include but are not limited to the following: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; branding; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault;
i. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;
j. Violation of the district's computer acceptable computer use policy are subject to discipline, up to and including expulsion; and
k. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

Due Process Afforded to Students Facing Long-term Suspension or Expulsion

The following procedures shall be followed regarding any long-term suspension, expulsion or mandatory reassignment

1. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.

2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The 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, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;

    b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;

    c. A statement that, before long-term suspension, expulsion, or mandatory reassignment for disciplinary purposes can be invoked, the student has a right to a hearing, upon request, on the specified charges;

    d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;

    e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and

f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail.

3. 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.

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. If a hearing is requested within five days after receipt of the notice, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below.

6. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below, except that the time constraints set forth may differ as provided by law and this policy. The student shall be entitled to a hearing but the consequence 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.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (NEB. REV. STAT. § 79-254 to 79-294). The school district will provide parents with copies of the relevant statutes upon request.

Reporting Requirement to Law Enforcement

Violations of this section will result in a report to law enforcement if:

1. The violation includes possession of a firearm;
2. The violation results in child abuse;
3. It is a violation of state law that the administration believes cannot be adequately addressed solely by discipline from the school district;
4. It is a violation of state law that endangers the health and welfare of staff or students;
5. It is a violation of state law that interferes with school purposes;
6. The report is required or requested by law enforcement or the county attorney.

~~QUESTION: Add something like "It is required or requested by law enforcement or the county attorney."???~~

Adopted on: _____
Revised on: _____
Reviewed on: _____

6024
Student Discipline

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in this policy and 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. Disciplinary consequences may also include in-school suspension, Saturday School, and any other consequence authorized by law. District administrators may develop building-specific protocols for the imposition of student discipline.

In this policy, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

Any statement, notice, recommendation, determination, or similar action specified in this policy shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her parent or guardian.

Any student who is suspended or expelled from school pursuant to this policy may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

Short-Term Suspension

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

1. Conduct constituting grounds for expulsion as hereinafter set forth; or,

2. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, that occur on or off school grounds, if such conduct interferes with school purposes or there is a connection between such conduct and school.

The following process applies to short-term suspension:

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

2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he or she is accused of having done, be given an explanation of the evidence the authorities have, and be given an opportunity to explain the student's version of the facts.

3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal will send a written statement to the student, and the student's parent or guardian, describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.

4. Students who are short-term suspended will be given the opportunity to complete classwork including but not limited to examinations or other forms of student work showing academic progress.

Emergency Exclusion

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

Weapons and/or Firearms

Students may be disciplined for the possession of weapons and/or firearms pursuant to the board's separate policy on weapons and firearms or state law.

Long-Term Suspension

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

Expulsion

1. **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.

2. **Summer Review**. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a

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

3. **Suspension of Enforcement of an Expulsion**: Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.

4. **Alternative School or Pre-expulsion Procedures.** The school shall either provide an alternative school, class or educational program for expelled students or shall follow the pre-expulsion procedures outlined in NEB. REV. STAT. 79-266.

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

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, NEB. REV. STAT. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults

which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;

10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or

11. A repeated violation of any of the following rules, or a single violation if the conduct is forbidden by Nebraska law, if such violations constitute a substantial interference with school purposes:

    a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion;
    b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
    c. Violating school bus rules as set by the school district or district staff;
    d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, or a tobacco imitation substance or packaging, regardless of form, including cigarettes, chewing tobacco, and any other form of tobacco or imitation, such as electronic cigarettes, vapor pens, etc.;
    e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
    f. Possession of pornography;
    g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);
    h. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent.
    i. Engaging in hazing as defined by state law and this policy. Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Under state criminal law, hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing also includes any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire

in public; consumption of vile substances or smearing of such on one's skin; binge drinking and drinking games; sexual simulation and sexual assault;

j. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;

k. Violation of the district's computer acceptable computer use policy are subject to discipline, up to and including expulsion; and

l. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

Due Process Afforded to Students Facing Long-term Suspension or Expulsion

The following procedures shall be followed regarding any long-term suspension, expulsion or mandatory reassignment

1. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.

2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The 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, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;

    b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;

    c. A statement that, before long-term suspension, expulsion, or mandatory reassignment for disciplinary purposes can be invoked, the student has a right to a hearing, upon request, on the specified charges;

    d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;

    e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning

the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and

f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail.

3. 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.

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. If a hearing is requested within five days after receipt of the notice, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below.

6. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below, except that the time constraints set forth may differ as provided by law and this policy. The student shall be entitled to a hearing but the consequence 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.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (NEB. REV. STAT. § 79-254 to 79-294). The school district will provide parents with copies of the relevant statutes upon request.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

5037
Student Internet and Computer Access

Students are expected to use computers and the Internet as an educational resource. The following procedures and guidelines govern the use of computers and the Internet at school.

I. Student Expectations in the Use of the Internet

A. Acceptable Use

1. Students may use the Internet to conduct research assigned by teachers.
2. Students may use the Internet to conduct research for classroom projects.
3. Students may use the Internet to gain access to information about current events.
4. Students may use the Internet to conduct research for school-related activities.
5. Students may use the Internet for appropriate educational purposes.

B. Unacceptable Use

1. Students shall not use school computers to gain access to material that is obscene, pornographic, harmful to minors, or otherwise inappropriate for educational uses.
2. Students shall not engage in any illegal or inappropriate activities on school computers, including the downloading and copying of copyrighted material.
3. Students shall not use e-~~lectronic~~ mail, chat rooms, instant messaging, or other forms of direct electronic communications on school computers for any unauthorized or unlawful purpose or in violation of any school policy or directive.
4. Students shall not use school computers to participate in on-line auctions, on-line gaming or mp3/mp4 sharing systems.
5. Students shall not disclose personal information, such as their names, school, addresses, or telephone numbers outside the school network.

6. Students shall not use school computers for commercial advertising or political advocacy of any kind without the express written permission of the system administrator.

7. Students shall not publish web pages that purport to represent the school district or the work of students at the school district without the express written permission of the system administrator.

8. Students shall not erase, rename or make unusable anyone else's computer files, programs or disks.

9. Students shall not share their passwords with fellow students, school volunteers or any other individuals, and shall not use, or try to discover, another user's password.

10. Students shall not copy, change or transfer any software or documentation provided by the school district, teachers or another student without permission from the system administrator.

11. Students shall not write, produce, generate, copy, propagate or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called, but is not limited to, a bug, virus, worm, or Trojan Horse.

12. Students shall not configure or troubleshoot computers, networks, printers or other associated equipment, except as directed by a teacher or the system administrator.

13. Students shall not take home technology equipment (hardware or software) without permission of the system administrator.

14. Students shall not forge electronic mail messages or web pages.

II. Enforcement

A. Methods of Enforcement

1. The district monitors all Internet communications, Internet usage and patterns of Internet usage. Students have no right of privacy to any Internet communications or other electronic files. The computer system is owned by the school district. As with any school property, any electronic files on the system are subject to search and inspection at

any time.

2. The school district uses a technology protection measure that blocks access to some Internet sites that are not in accordance with the policy of the school district. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.

3. Due to the nature of filtering technology, the filter may at times filter pages that are appropriate for student research. The system administrator may override the technology protection measure for the student to access a site with legitimate educational value that is wrongly blocked.

4. The school district staff will monitor students' use of the Internet through direct supervision and by monitoring Internet use history to ensure enforcement of the policy.

B. Consequences for Violation of this Policy

1. Access to the school's computer system and to the Internet is a privilege, not a right. Any violation of school policy and rules may result in:

   a. Loss of computer privileges;

   b. Short-term suspension;

   c. Long-term suspension or expulsion in accordance with the Nebraska Student Discipline Act; and

   d. Other discipline as school administration and the school board deem appropriate.

2. Students who use school computer systems without permission and for non-school purposes may be guilty of a criminal violation and will be prosecuted.

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

A. The school will not allow companies to collect personal information from children under 13 for commercial purposes. The school will make reasonable efforts to disable advertising in educational computer applications.

B. This policy allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5037
Student Internet and Information Technology Asset Usage

The Ralston School District provides Internet access, wireless connectivity, and information technology assets to students to help promote educational communication, learning, and research. While these technologies are beneficial to educational advancement, they can also be used to conduct illegal, unethical or inappropriate activities. Students are expected to use the Internet and information technology assets as an educational resource only. To protect the student, employees, and School District, strict guidelines and standards have been established to promote learning through the usage of the Internet and technology. The following procedures and guidelines govern the use of the Internet and information technology assets across the entire School District.

I. Mandatory Review

A. Policy Acceptance

To educate students in the proper and safe usage of the Internet and information technology assets, all students will be required to review and accept the guidelines governing use of the system and shall agree in writing to allow monitoring of their use and to comply with such guidelines. The parent or legal guardian of the student is also required to acknowledge receipt and understanding of the School District's "Student Internet and Information Technology Asset Usage" policy. A parent or legal guardian requesting a student not be provided Internet access should denote on the provided policy or contact the school in writing.

B. Employee Training

To allow for proper monitoring, management, and enforcement of student usage of the Internet and information technology assets, employees supervising students will be provided appropriate training emphasizing appropriate usage.

II. Information Technology Asset Definition

The School District's information technology assets include any electronic-based device or software system providing user interaction, data storage, system configurations, or network communications. These assets include, but are not limited to the following:

1. Telephones, Mobile (cellular) phones, and voicemail technologies
2. Email or online resources governed by the School District
3. Servers, switches, routers, firewalls, wireless access points, content filtering, security appliances, and other networking technology
4. Computer hardware, software, operating systems, and peripherals
5. Network systems and security software
6. Mobile devices, including handhelds, tablets, notebooks, or laptops
7. Digital storage, local or online, including email, documents, images, audio, video, and other electronically stored data
8. Internally or externally accessed databases, application, or software systems

(online or locally hosted)

9. School District-provided Internet Access
10. Wireless Access Systems, Guest, Private, and Public
11. Virtual environments, resources, and cloud-based technologies
12. New technologies as they are introduced to the School District

III. Student Expectations

A. Acceptable Use

1. Students may use the Internet and information technology assets to conduct research assigned by teachers.
2. Students may use the Internet and information technology assets to conduct research for classroom projects.
3. Students may use the Internet and information technology assets to gain access to information about current events.
4. Students may use the Internet and information technology assets to conduct research for school-related activities.
5. Students may use the Internet and information technology assets for appropriate educational purposes.

B. Unacceptable Use

1. Students shall not use School District-provided information technology assets to gain access to material that is obscene, pornographic, harmful to minors, or otherwise inappropriate for educational uses.
2. Students shall not access or use any social networking resources, newsgroups, RSS feeds, wikis, discussion forums, blogs, meeting tools, chat rooms, instant messaging, or other forms of direct electronic communications on School District-provided information technology assets unless directed to by a teacher or School District representative.
3. Students shall not access any personal email or online storage services on school information technology assets not provided by or managed by the School District.
4. Students shall not use School District-provided information technology assets to participate in on-line auctions, on-line gaming, or file sharing systems.
5. Students shall not redistribute or forward confidential information without proper authorization. Confidential information should never be transmitted, redistributed or forwarded to outside individuals who are not expressly authorized to receive the information. Revealing personal information (such as, but not limited to, home addresses, phone numbers, email addresses, birthdates) about oneself or of others is prohibited.
6. Students shall not use School District-provided information technology assets for commercial advertising or political advocacy of any kind without the express written permission of a School District Administrator.
7. Students shall not publish web pages that purport to represent the School District or the work of students

at the School District without the express written permission of the School District Administrator.

8. Students shall not delete, examine, copy, or modify files and/or data belonging to other users, without their permission.

9. Students shall not avert, disable, or bypass any controls, filters, rules, or security measures installed and managed by the School District.

10. Intentional or unauthorized access or attempted access of any portion of the School District's computer systems, networks, or private databases to view, obtain, manipulate, or transmit information, programs, or codes is prohibited.

11. Students shall not share their passwords with fellow students, school volunteers or any other individuals, and shall not use, or try to discover, another user's password.

12. Students shall not adopt or use the persona of any other user on the Internet or on a School District-provided information technology asset, or access resources intended for explicit use of another user.

13. Students shall not copy, change or transfer any software or documentation provided by the School District, teachers or another student without permission from the system administrator.

14. Students shall not write, produce, generate, copy, propagate or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called, but is not limited to, a bug, virus, worm, or Trojan Horse.

15. Students shall not configure or troubleshoot computers, networks, printers or other associated equipment, except as directed by a teacher or the system administrator.

16. Students shall not take home technology equipment (hardware or software) without permission of the system administrator.

17. Students shall not forge electronic mail messages or web pages.

18. Students shall not use inappropriate language. Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language in emails blogs, wikis, or other communication tools is prohibited. Sending messages that could cause danger or disruption, personal attacks, including prejudicial or discriminatory attacks are prohibited.

19. Students shall not make deliberate attempts to exceed, evade or change resource quotas are prohibited. The deliberate causing of network congestion through mass consumption of system resources is prohibited.

20. Students shall not install software on School District-provided information technology assets or introduce new hardware to the computer or network systems without the permission of the system administrator.

C. **Reporting Security Issues**

If knowledge of inappropriate material or a security problem on the computer/network/Internet is identified, the student should immediately notify the supervising staff member. The security problem should not be shared with others.

IV. **Third Party Content**

Students, parents of students or legal guardians of students with access to the School District's system, internally or externally, should be aware the use of the system may provide access to other communication systems and resources on the Internet which may contact inaccurate and/or objectionable material.

V. **Personal Communication Devices**

A personal communication device includes any mobile phone, tablet, notebook computer, laptop computer, or other electronic device with the ability to access a network, the Internet or store data. The following guidelines apply to personal communication devices in use by students on School District property or during School District sponsored activates:

1. Internet access is filtered by the School District on personal telecommunication devices in the same manner as School District-provided information technology assets. If network access is needed, connection to the filtered, wireless network provided by the School District is required.

2. Personal communication devices are the sole responsibility of the student owner. The School District assumes no responsibility for personal telecommunication devices if they are lost, loaned, damaged or stolen and only limited time or resources will be spent trying to locate stolen or lost items.

3. Personal communication devices have educational and monetary value. Students are prohibited from trading or selling these items to other students on School District property, including school buses, and at school-sponsored or school-related activities on or off school property.

4. Each student is responsible for his/her own device: set-up, maintenance, charging, and security. Staff members will not store student devices at any time, nor will any School District staff diagnose, repair, or work on a student's personal telecommunication device.

5. Availability of telecommunication devices will not be used as a factor in grading or assessing student work. Students who do not have access to personal telecommunication devices will be provided with comparable School District-owned equipment or given similar assignments that do not require access to electronic devices.

6. Telecommunication devices are only to be used for educational purposes at the direction of a classroom teacher or as stated for specific age groups.

7. School administrators and staff members have the right to prohibit use of devices at certain times or during designated activities (i.e. classroom testing situations, school presentations, theatrical performances, or guest speakers) that occur during the school day.

8. An appropriately-trained administrator may examine a student's personal telecommunication device and search its contents, in accordance with

disciplinary guidelines.

9. Students are expected to secure their personal communication devices with appropriate anti-virus, end-point security, and firewall software. If a device is found to be compromised the School District reserves the right to block network traffic from the device.

VI. **Volitions of Law**

Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to:

1. threatening, harassing, defamatory or obscene material;
2. copyrighted material;
3. plagiarized material;
4. material protected by trade secret; or
5. blog posts, Web posts, or discussion forum/replies posted to the Internet which violate federal or state law.

VII. **Enforcement**

A. **Methods of Enforcement**

1. The School District monitors all Internet communications, Internet usage and patterns of Internet usage. Students have no right of privacy to any Internet communications or other electronic files. Information technology assets are owned by the School District. As with any school property, any electronic files on the system are subject to search and inspection at any time.

2. The School District uses a technology protection measure that blocks access to some Internet sites that are not in accordance with the policy of the School District. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.

3. Due to the nature of filtering technology, the filter may at times filter pages that are appropriate for student research. The system administrator may override the technology protection measure for the student to access a site with legitimate educational value that is wrongly blocked.

4. The School District staff will monitor students' use of the Internet through direct supervision and by monitoring Internet use history to ensure enforcement of the policy.

B. **Consequences for Violation of this Policy**

1. Access to the School District's information technology assets and to the Internet is a privilege, not a right. Any violation of school policy and rules may result in:

a. Loss of computer privileges;

b. Short-term suspension;

c. Long-term suspension or expulsion in accordance with the Nebraska Student Discipline Act; and

d. Other discipline as school administration and the school board deem appropriate.

2. Students who use School District's information technology assets without permission and for non-school

purposes may be guilty of a criminal violation and will be prosecuted.

VIII. **Children's Online Privacy Protection Act (COPPA)**

A. The School District will not allow companies and to collect personal information from children under 13 for commercial purposes. The school will make reasonable efforts to disable advertising in educational computer applications.

B. This policy allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

5045
Student Fees, Fines and Charges

PART ONE:
The District's general policy is to provide for instruction in accordance with the Nebraska State Constitution. The district offers some activities, programs, and services that extend beyond the minimum level of constitutionally required free instruction and as such may require additional expenditures which are properly borne by students as a separate charge. Such charges shall be kept to a minimum to maintain the activity, program or service. Students qualifying under part 3 of this policy may receive a fee waiver. No fees, materials, specialized or non-specialized attire, or equipment shall be required of students except as expressly permitted below.

A. Extracurricular activities and spectator events:

A fee will be charged for participation in extracurricular activities and to spectators of extracurricular activities. Each school building shall annually submit its extracurricular fee list to the District for approval and publication in that school's handbook.

1. Fees may be charged for participation in extracurricular activities. Extracurricular activities are those activities or organizations where student participation is voluntary and does not count toward graduation or advancement between grades.

2. Schools may require students to furnish specialized equipment and attire, or pay a reasonable fee for use of district owned equipment and attire, for participation in extracurricular activities including such activities as extracurricular music.

3. Clubs, teams and organizations for which there may be a fee required for participation may also, as a club, team or organization, decide to make purchases, and may raise funds and/or seek donations according to District policy to assist in the funding of such purchases, which may include, but are not limited to, apparel and trips. The decision of an organization to require members to participate in fundraising or otherwise fund purchases is not a fee charged by the District.

4. Fees may be charged for admission to activities and events which occur at the facilities of Ralston Public Schools and for transportation to and from activities, events and trips outside the district, when those activities do not count toward graduation or advancement between grades and when student participation is voluntary.

5. A school may sell an activity ticket that admits students to activities and events that do not count toward graduation or advancement between grades.

6. Field trip fees may only be charged if participation by the student is voluntary and it does not relate to the required curriculum or if the field trip occurs after school hours and does not count toward school attendance.

B. Minor personal consumable items:

The District may require students to be responsible for the purchase of minor consumable items that are used by the student for extracurricular activities. The District will establish a master list of those items, which are considered minor personal consumable items, which may be required. Each school building shall choose those items on the list, which it will require of students attending the school. No item which is not on the District's master list will be required. Each school shall annually submit its list of required personal consumable items to the District for approval and publication in that school's handbook.

C. School Store:

The District authorizes the operation of school stores in which students may purchase food, beverages and personal or consumable items. A school store need not have a permanent physical presence and may provide order forms for students to voluntarily purchase items from the school or another vendor. School stores may stock required personal and consumable items and make such items available to students for voluntary purchase. Schools may not require students to purchase an item directly from the school store.

D. Clothing:

In addition to school guidelines about general appropriateness of attire, school buildings may require students to furnish and wear non-specialized clothing meeting general guidelines for the specified courses and activities, if the guidelines are reasonably related to the course. Each school's clothing guidelines shall be submitted to the District for approval and publication in the student handbook.

E. Musical Instruments:

Students who take an elective band course shall be required to supply their own instrument or rent an instrument, except those students who qualify under part 3 of this policy. For those students qualifying under part 3 the district shall not be required to provide for the use of a particular type of musical instrument for any student. The District shall supply the music for such courses.

1. Personal supplies related to musical instruments including, but not limited to, items such as reeds, cork lubricant, pipe cleaners, cleaning cloths and other supplies of general upkeep and considered personal consumable items shall be the responsibility of the student.

2. Schools may require students to furnish their own musical instruments, stands, music and specialized attire for participation in extracurricular music organizations and activities.

F. Lost or damaged school property:

A school may require a student to reimburse the school district for repair or replacement of school district property, which is entrusted to the student and is lost or damaged, as well as property of the district damaged through the acts of a student.

The Board of Education authorizes assessment of fines for damaged, lost or overdue books purchased by the district and loaned to students free of charge.

G. Donations:

The District may request donations of money, materials, equipment or attire to help defray costs of educational programs. The request for donations will clearly indicate the request as a donation and not a requirement.

H. Parking:

Students may be required to pay to park their cars on school property. The District shall annually determine the amount to be charged for parking and publish it in the student handbook.

I. Yearbook, class rings and other optional purchases:

Students may be charged for the purchase of items such as yearbooks, class rings, class sweatshirts, graduation announcements and other such voluntary purchases.

J. Graduation attire:

Students may be required to pay the necessary fee to cover the cost of graduation attire required to participate in graduation ceremonies.

K. Food:

Students may be charged a fee for the purchase of breakfast and/or lunch. Students may be charged for the cost of food, beverages, and the like that students purchase from a school store, a vending machine, a booster club or similar sources. Students may be required to bring money or food for field trip lunches and similar activities.

L. Summer school:

The District may annually set fees for student participation in classes offered during the summer.
Any and all fees collected pursuant to this subsection shall be deposited into, and expended from, the Student Fee Fund.

M. Night school/Adult education:

The District may annually set fees for student participation in classes offered to students taking classes through the district's night school/adult education program. Any and all fees collected pursuant to this subsection shall be deposited into, and expended from, the Student Fee Fund.

N. Post-secondary education costs:
A student may be charged the actual tuition and fees associated with obtaining credits from a postsecondary educational institution when a student receives both high school credit and postsecondary education credit from a course being taken as part of an approved accelerated or differentiated curriculum program. Any and all fees collected pursuant to this subsection shall be deposited into, and expended from, the Student Fee Fund unless paid directly to the postsecondary educational institution.

O. Student files and records:

Fees may be charged for copies of student files or records. Parents of students have the right to inspect and review the student's files or records without the payment of a fee, and no fee shall be charged to search for or retrieve any student's files or records.

P. Materials Required for Course Projects

The district will provide students with the materials necessary to complete all basic curricular projects. In courses where students choose to produce a project that requires materials beyond the basic materials provided by the district, the students will furnish the materials, purchase the materials from the school, or purchase the materials from an outside vendor with an order form provided by the school.

PART TWO:

Student Fee Fund

Fees that are charged to students pursuant to PART ONE, subsections A.1, A.2, L, M and N shall be deposited into the Student Fee Fund and expended for the purpose for which they were collected from students.

PART THREE:

Waiver of Student Fees

Fees that are charged pursuant to PART ONE, subsections A and C shall be waived for students who qualify for participation in the free or reduced-price lunch program under United States Department of Agriculture child nutrition programs. Actual participation in the free and reduced- price lunch program is not required to qualify for waivers in this section. All students shall be provided forms at the beginning of each school year, upon enrollment in the District, or at the request of the student, which provide the necessary information and permit the District to use this information to determine eligibility for fee waiver. Criteria for fee waiver will be the same as the criteria for participation in the free and reduced-lunch program. Application forms for fee waivers are available from each building principal. Once the school district has received a student's completed fee waiver application form, and has verified the student's eligibility, waiver of the fee shall be granted for the student. The district is not obligated to provide any particular type or quality of equipment or other material to eligible students.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

Ralston Middle School Fee List
Not To Exceed The Limits As Listed

Fees Assessed:
Extracurricular Activity Fee: $20.00
Lunch Prices: $2.80, Reduced Lunch: $0.40
Breakfast Prices: $1.95 Reduced: $0.30
Milk 8 oz: $0.50 Orange/Apple Juice 4 oz: $0.50
Lost/Damaged assignment notebook: $4.00
Lost/Damaged library and/or classroom textbook: replacement cost
Lost/Damaged clothing/equipment: replacement cost

Required clothing for PE and extracurricular activities
Select vocal music group attire: Maximum $185.
Boys- Black pants, shirt, tie and black shoes.
Girls- Vests and shoes.
Gym Shorts and cotton T-shirt (Ralston Middle School offers RMS shorts ($10) and RMS shirts ($10) which are available in the office but not required.)
Towel
Rubber soled athletic shoes
Undergarments and socks appropriate for the activity.

Optional Fees- not required
Ralston High School Activity Ticket-$40.00
Extracurricular activities travel fee – Not to exceed $500 per event
Extracurricular activities admission – Maximum $5.00 per event
Physicals for 8th Grade Sports-$50.00
Ralston Middle School Yearbook-$20.00
8th Grade Class Picture-$20.00
Student Picture Packages-$15-$25
Printed Clothing
Paperback books for personal ownership

Donations / Fundraising
Family Consumer Science for food and take home materials used in class-$15.00.
Industrial Technology for take home materials used in class-$15.00.
Art Supplies-$15.
As approved by Superintendent or designee.

Revised 07-11-2017

Ralston High School Fee List
Not To Exceed The Limits As Listed

Fees Assessed:
Extracurricular Activity Fee: $40.00 includes activity ticket
Transcripts: $5.00
Summer School: $175 resident, $225 non-resident. Night School: $300 maximum per class.
Breakfast Prices: $2.50 Reduced: $0.30
Lunch Prices: Main $2.80, Reduced Lunch: $0.40
Milk 8 oz: $0.50 Orange/Apple Juice 4 oz: $0.50
Replacement School ID : $5.00
Temporary School ID: $1.00 Per occurrence
Lost/Damaged library and/or classroom textbook: replacement cost
Lost/Damaged clothing/equipment: replacement cost

Required clothing for classes and extracurricular activities

Gym Shorts and Cotton T-shirt	Undergarments
Swimsuit (PE and swimming)	Towel (PE and swimming)
Rubber soled athletic shoes	Socks

FCS (Year 2 & 3): white shirt, black pants, black shoes, and socks
Medical Technology 1 & 2: Lab Coat and Scrubs

Specialized Equipment or Clothing

Shoes appropriate for the activity.	Undergarments appropriate for the activity.
Gym Shorts and Cotton T-shirt	Athletic socks
Golf clubs, practice golf balls, tees.	Baseball glove / softball glove, bat(s)
Tennis racquet	Soccer shin guards

Choir:Up to $350 for competition shirt, pants, ties, dress, shoes and stockings.

Optional Fees –Not Required

Ralston High School Activity Ticket-$40.00	Physicals for Sports-$50.00
Ralston High School Yearbook-$75.00	Parking-$5.00
Graduation attire-$50.00	Student Picture Packages-$15-$25
Books and materials for personal ownership	Printed clothing

Extracurricular activities admission – Maximum $25.00 event
Extracurricular activities travel fee – Not to exceed $4800 per event
Cheer and Pom Uniforms: Maximum $1200

Certification (Optional to student)
Red Cross Lifeguard certification: $75.00

Donations / Fundraising
As approved by Superintendent or designee.

Revised 07-11-2017

Ralston Elementary Fee List
Not To Exceed The Limits As Listed

Fees Assessed:
Lost/Damaged library and/or classroom textbook: replacement cost
Lost/Damaged clothing/equipment: replacement cost
Lunch Prices: $2.45, Reduced Lunch: $0.40
Breakfast Prices: $1.55, Reduced: $0.30
Milk 8 oz: $0.50 Orange/Apple Juice 4 oz: $0.50

Recommended Items Not Required:
Backpack
Water bottle
Towel / Mat for rest time (Pre-school)
Paint shirt

Required clothing:
Select vocal music group attire: $25.00
Rubber soled athletic shoes for PE

Optional Items Available for purchase:
Ralston High School Activity Ticket-$40.00
Yearbook-$10.00 - $20.00
Student Picture Packages-$6.50-$25
Printed clothing
Paperback books for personal ownership

Donations and Fundraising:
As approved by Superintendent or designee

Revised 07-11-2017

5054
Student Bullying

Definition of Bullying. The ~~centers for disease control~~Centers for Disease Control and Prevention defines bullying as "any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated." Nebraska statute defines bullying as "an ongoing patterns of physical, verbal or electronic abuse." The District's administrators ~~will use~~are authorized to use both of these ~~to~~ definitions to determine whether any specific situation constitutes bullying. Both of these definitions include both in-person and cyberbullying behaviors.

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Bullying Prohibited. Students are prohibited from engaging in any form of bullying behavior. ~~Without limiting any definition of bullying under any state or federal law or regulation, bullying behavior, as used herein, refers to the use of physical force or verbal, nonverbal, written, and electronic communication (including but not limited to instant messaging, text messaging, e-mailing, and using websites) to threaten, intimidate, ridicule, humiliate, or harass any person.~~

Disciplinary Consequences. The disciplinary consequences for bullying behavior will depend on the frequency, duration, severity and effect of the behavior.

A student who engages in bullying behavior on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, or at school-sponsored activities or school-sponsored athletic events may be subject to disciplinary consequences including but not limited to long-term suspension, expulsion, or mandatory reassignment.

Without limiting the foregoing, a student who engages in bullying behavior that materially and substantially interferes with or disrupts the educational environment, the district's day-to-day operations, or the education process, regardless of where the student is at the time of engaging in the bullying behavior, may be subject to discipline to the extent permitted by law.

Bullying Based on Protected Class Status. ~~Regardless where the bullying occurred, district staff will promptly investigate bullying~~

Comment [A1]: Do we have to say this?

~~complaints which could also be considered harassment under the district's anti-discrimination policies.~~

~~[RBT Alternative]: The~~ Bullying based on protected class status is unique and may require additional investigation. The appropriate district staff member or coordinator will promptly investigate bullying complaints ~~which also~~that violate~~trigger~~ the district's ~~obligations under its~~ antidiscrimination policies.

Support for Students Who Have Experienced Bullying. Regardless of where the bullying occurred, the district will consider whether victims of bullying are suffering an adverse educational impact and, if appropriate, will refer those students to the district's student assistance team.

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Bullying Prevention and Education. Students and parents are encouraged to inform teachers or administrators orally or in writing about bullying behavior or suspected bullying behavior. School employees are required to inform the administrator of all such reports. The appropriate administrator shall promptly investigate all such reports. Each building shall engage in activities which educate students about bullying, bullying prevention and digital citizenship.

Policy Review. The school district shall review this policy annually.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5054
Anti-Bullying Prevention and Positive Student Behavior

Bullying Prohibited. Bullying disrupts a school's ability to educate students, threatens public safety by creating an atmosphere in which such behavior can escalate into violence.

Bullying Prevention and Education. Students and parents are encouraged to inform teachers or administrators orally or in writing about bullying behavior or suspected bullying behavior. School employees are required to inform the administrator of all such reports. The appropriate administrator shall promptly investigate all such reports. Each building shall engage in activities, which educate students about bullying and bullying prevention.

Bullying Defined. Bullying means any intentionally hostile or offensive verbal, written, graphic, demonstrative, electronic, or physical act that has the purpose of exerting domination over another student through the act of intimidating, frightening, oppressing, or adversely controlling the student, and that is disruptive of the educational process, or any ongoing pattern of physical, verbal, written, graphic, demonstrative, or electronic abuse, on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, or at school-sponsored activities or school-sponsored athletic events. This may include, but is not limited to, verbal, graphic, written, or electronic activities such as name-calling, taunting, blackmailing, inciting to fight, terrorizing, or physical or demonstrative activities such as poking, blocking or impeding, following, hair pulling, mock hitting motions, intentionally bumping, tripping, and damaging clothing.

Annual Review. The District's Board of Education shall review this Policy annually.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

5057

~~Parental Involvement In the Title I Program~~
District Title I Parent and Family Engagement Policy

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The school district will jointly develop with parents a School-Parent-Student Compact that outlines how the parents, 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.

The written District Parent and Family Engagement Policy will be jointly developed and distributed to parents and family members of participating children and the local community in an understandable format and to the extent practicable, in a language the parents can understand. An annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy will be used to design evidence-based strategies for more effective parental involvement, to revise the Parent and Family Engagement Policy, and to remove barriers to participation.

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

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

2. An explanation of the details for the child's and parents' participation, including but not limited to: curriculum objectives, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards, type and extent of participation, parental input in educational decisions, coordination and integration with other Federal, State, and district programs, and evaluations of progress. ~~This information may be included in the annual Title I Individual Education Plan (IEP) for the student.~~

3. Opportunities for participation in parent involvement activities such as training to help parents work with their children to improve achievement. ~~on ways to support children's learning. This opportunity may include, but is not limited to, attendance at the annual Nebraska State Title I Parent Involvement Conference. The~~ A goal of ~~these~~ parent activities is to provide parents with opportunities to participate in decisions relating to the education of their students, where appropriate.

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

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

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

~~6.~~7. Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

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This policy shall be reviewed annually at the annual meeting where concerned parties can have a conversation about possible changes to the Parent and Family Engagement ~~Parental Involvement~~ Policy~~, and the Board will either (1) alter the policy and adopt it as altered, or (2) reaffirm the policy, following a public hearing~~.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5057
Parental Involvement In the Title I Program

The school district will jointly develop with parents a School-Parent-Student Compact that outlines shared responsibility for improved student academic achievement.

The school district recognizes the unique needs of students who are being served in its Title I program, and the importance of parental involvement in the Title I program. Parental Involvement in the Title I Program shall include:

1. An annual meeting to which all parents of participating children will be invited. Invitations may take the form of notes sent with students or announcements in the school newsletter. Additional meetings may be scheduled, based upon need and interest for such meetings.

2. An explanation of the details for the child's participation: curriculum objectives, type and extent of participation, and evaluations of progress. This information may be included in the annual Title I Individual Education Plan (IEP) for the student.

3. Opportunities for parent training on ways to support children's learning. This opportunity may include, but is not limited to, attendance at the annual Nebraska State Title I Parent Involvement Conference.

4. Communication to parents about student progress to be provided in the language used in the home. Responses to parent concerns will be provided in a timely manner.

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

This policy shall be reviewed annually at the annual meeting where concerned parties can have a conversation about possible changes to the Parental Involvement Policy and the board shall either (1) alter the policy and adopted it as altered, or (2) reaffirm the policy following a public hearing.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

PROCEDURE: 5057

Title I District & Building
Parent Involvement Policy & Procedures

Ralston Public Schools and Title One Buildings in Ralston intend to follow the parental policy guidelines in accordance with the No Child Left Behind Act of 2001 as listed below. The policy and the plan to implement it have been developed jointly and in agreement with, and will be distributed to all parents in a language they can understand.

Parents are involved in the planning, review and improvement of the school's Parental Involvement Policy through:

Title I parent nights are held in the fall
Parent Teacher conferences held twice a year
Individual parent meetings with teachers are scheduled as needed or requested
Interpreters are provided as needed

Annual meetings are held to inform parents of the school's participation in the Title I program.

Title One Open house
Title I parent nights
Interpreters are provided as needed
Evaluate the effectiveness of the parent policy

Parent meetings are held at different times during the day.

- In addition to our evening events parent meetings are set up before and during the school day on an individual basis to accommodate parents.

Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation, childcare or home visit expenses, to enable parents to participate in school related meetings and training sessions.

If parents are in need of transportation to a school event Title I can cover the cost of transportation. Our school counselor sets up free transportation for parents.
Interpreters are provided as needed

Parents are involved in the planning, review and improvement of the school's Title I program.

Parents help to plan and review the school's improvement policy through the needs assessment document
Parents are encouraged to participate in our Parent Involvement Activities throughout the year.
Interpreters are provided as needed.

The parents receive timely information about Title I funding in English and their native language.

- Open house explains the Title I Program in the fall
- Parent, Student, Teacher Compact
- School/district website.
- School Newsletter
- Involvement in the PTA

The parents will receive a description and explanation in English and their native language of the Curriculum in use at school, the forms of academic assessment and how to measure student progress, and the proficiency levels students are expected to meet.

Teachers communicate curriculum to parents through email, class newsletters and phone calls
Report cards are mailed home
Teachers send monthly curriculum updates home in the classroom newsletter.
Teachers regularly use the school website to update parents on curriculum.
Phone calls will be made to parents as needed

The school will provide assistance to parents with 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.

School Newsletter
School website
Spanish Hotline is used to answer questions

The school provides parents with opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children.

- Parent-teacher conferences

- PTA meetings
- Interpreters are used as needed

A school-parent compact was jointly developed with parents, and the compact outlines how parents, and the entire school staff and students share in the responsibility for improved student achievement.

Sent to all parents at the beginning of the year for review and signature.
Parents and staff meet at the beginning of the year to plan Title I programs and activities, and throughout the year to review their progress.
Discussed during parent-teacher conferences and available to sign at conferences as well.
The compact is translated into native languages.

The school provides materials and training to help parents to work with their children to improve their children's achievement.

Parent night handouts
District standards handout
Workshops for parents on reading and math
Materials are translated

6007
Senior Recognition

The school district will recognize the outstanding academic achievement of its graduating seniors in the following manner:

Valedictorian

The student(s) ranked first in the Scholastic Class Rank System and the student(s) ranked first in the Academic Class Rank System will be recognized as valedictorians and invited to speak at commencement. If a valedictorian declines this opportunity, it will be extended to the next highest-ranking student in that system. If one student is ranked first in both systems, the second ranked student in the SCRS and the second ranked student in the ACRS will also be invited to speak at commencement.

Student Honors

Seniors will be awarded honor cords based on weighted grade point average: 4.0 to 4.19 = white honor cord, 4.20 to 4.39 = silver honor cord, and 4.40 and above = gold honor cord.

Students that provide ~~70~~ 100 hours or more of Community Service will be recognized for Excellence.

300 Club

Two hundred and forty credits are required to graduate. Graduates accumulating 300 or more credits will be recognized at graduation.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

6027
Field Trips

The board encourages instructional staff to incorporate field trips into the curriculum. These trips should normally be conducted during the school day.

1. General Conditions

All trips must be pre-approved by the teacher's building principal. Out-of-state and overnight trips require pre-approval by the board. The superintendent and principals will develop guidelines for approval of trips and communicate those guidelines to teaching staff.

2. Parental Permission

Each student must submit a signed parental permission slip prior to being allowed to attend a field trip. A new permission slip must be submitted for each trip. Caregivers, as that term is defined in the Nebraska Strengthening Families Act, shall be permitted to sign parental permission slips.

3. Supervision

Sponsoring teachers must ensure that students are adequately supervised and chaperoned by a responsible adult at all times during field trips. Whether paid staff or volunteers, chaperones are prohibited from drinking alcoholic beverages of any kind at any time during any field trip. All chaperones must be at least 21 years of age. Any chaperone who drives students must possess a valid driver's license. Chaperones who drive students in private vehicles must possess adequate insurance coverage. Chaperones do not have any property right in or to a chaperone assignment. The school district may deny or terminate a chaperone assignment for any reason~~, including but not limited due to any charge or conviction of any misdemeanor involving moral turpitude or any felony; any behavior that would lead a reasonable person to be concerned about interaction with a student; or for any other reason~~ that is not unconstitutional or unlawful. The superintendent's decision shall be final.

4. Student Conduct

Students must comply with the student code of conduct, any applicable extracurricular conduct codes, and all directives by trip chaperones.

Adopted on: _____
Revised on: _____
Reviewed on: _____

6027
Field Trips

The board encourages instructional staff to incorporate field trips into the curriculum. These trips should normally be conducted during the school day.

1. **General Conditions**

All trips must be pre-approved by the teacher's building principal. Out-of-state and overnight trips require pre-approval by the board. The superintendent and principals will develop guidelines for approval of trips and communicate those guidelines to teaching staff.

2. **Parental Permission**

Each student must submit a signed parental permission slip prior to being allowed to attend a field trip. A new permission slip must be submitted for each trip. Caregivers, as that term is defined in the Nebraska Strengthening Families Act, shall be permitted to sign parental permission slips.

3. **Supervision**

Sponsoring teachers must ensure that students are adequately supervised and chaperoned by a responsible adult at all times during field trips. Whether paid staff or volunteers, chaperones are prohibited from drinking alcoholic beverages of any kind at any time during any field trip. All chaperones must be at least 21 years of age. Any chaperone who drives students must possess a valid driver's license. Chaperones who drive students in private vehicles must possess adequate insurance coverage.

4. **Student Conduct**

Students must comply with the student code of conduct, any applicable extracurricular conduct codes, and all directives by trip chaperones.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

6031
Emergency Exclusion

Field Code Changed

Grounds for Emergency Exclusion

Any student may be excluded from school in the following circumstances subject to the procedural provisions governing short term suspension found elsewhere in these policies or state law:

(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 that prompted the exclusion.

Extension of Exclusion

~~In the event it is appropriate to consider the extension of an emergency exclusion (exclusion) of a student for more than five school days.~~ Pursuant to the Student Discipline Act, the principal has the authority to exclude a student from school for up to five school days on an emergency basis. If the superintendent or superintendent's designee determines that it is appropriate to consider the extension of an exclusion beyond five days, such consideration shall be ~~considered~~ made according to the procedures set forth below.

Notification of Student's Parent(s) or Guardian(s). The superintendent or the superintendent's designee shall notify the student's parent(s) or guardian(s) that the principal has proposed the extension of the exclusion. If the initial notice is oral, the superintendent shall confirm it in writing.

Opportunity to Request a Hearing. The student's parent(s) or guardian(s) may submit an oral request for a hearing on the proposed

extension of the exclusion within two school days of receiving the initial notice. If the initial request for a hearing is oral, they shall confirm the request in writing.

Failure to Request a Hearing. If the parent(s) or guardian(s) do not request a hearing within two school days of receiving oral or written notice, the proposed extension of the exclusion shall automatically go into effect.

Appointment and Qualifications of a Hearing Examiner. If the parent(s) or guardian(s) request a hearing, the superintendent shall appoint a hearing examiner upon receiving a request for a hearing. The hearing examiner may be any person who did not bring charges against the student, is not to be a witness at the hearing, and has no involvement in the charge.

Hearing Examiner's Notice to Parent(s) or Guardian(s). The hearing examiner shall promptly give written notice of the time, date and place of the hearing. The hearing will be held within five school days after the school district receives the initial oral or written request; provided, the hearing may be held more than five school days after receipt of the request upon a showing of good cause. No hearing will be held on less than two (2) school days' notice unless otherwise agreed to by the student's parent(s) or guardian(s) and school officials.

Continued Exclusion. If a hearing is requested, the principal may determine in his or her sole discretion that the student shall remain excluded from school until the hearing officer makes a recommendation to the superintendent.

Examination of Student's Records and Affidavits. Prior to the hearing, the student and his/her parent(s) or guardian(s) shall have the right to examine and have school officials explain the student's records and any affidavits that will be used by school officials at the hearing.

Attendance at Hearing. The hearing may be attended by the hearing examiner, the principal (or designee), the student, and the student's parents or guardian(s). The student may be represented at this hearing by a representative of the family's choice.

Student's Witness(es). The student and his/her parent(s) or

guardian(s) may ask any person with knowledge of the events leading up to the sanction or with general knowledge of the student's character to testify on behalf of the student. If school personnel or other students are requested to testify by the student's parent(s) or guardian(s), the hearing officer shall endeavor to help obtain the presence of such witnesses at the hearing.

Right to Know Issues and Nature of Testimony. The student and his/her parent(s) or guardian(s) have the right to request in advance of the hearing the issues which the administration will propose in support of the extension, and the general nature of the testimony of any administrative or expert witnesses.

Presence of Student and Witnesses at the Hearing. The student and witnesses may be excluded at the discretion of the hearing examiner in accordance with state statutes. The student may speak in his/her own defense and may be questioned on such testimony, but may choose not to testify.

Sworn or Affirmed Testimony. The principal or his or her designee shall present evidence supporting the recommended extension of the exclusion. Witnesses will give testimony under oath of affirmation, and may be questioned.

Hearing Examiner's Report and Recommendations. The hearing examiner shall prepare a report of his or her findings and recommendations, and forward the report to the superintendent.

Superintendent's Decision. The superintendent will review the hearing examiner's report and determine whether to extend the exclusion. He or she shall have the decision delivered or sent by registered or certified mail to the student, student's parent(s), or guardian(s). If the superintendent decides to extend the exclusion, the extension will take effect immediately.

Adopted on: _____
Revised on: _____
Reviewed on: _____

6031
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Attendance at Hearing. The hearing may be attended by the hearing examiner, the principal (or designee), the student, and the student's parents or guardian(s). The student may be represented at this hearing by a representative of the family's choice.

Student's Witness(es). The student and his/her parent(s) or guardian(s) may ask any person with knowledge of the events leading up to the sanction or with general knowledge of the student's character to testify on behalf of the student. If school personnel or other students are requested to testify by the student's parent(s) or guardian(s), the hearing officer shall endeavor to help obtain the presence of such witnesses at the hearing.

Right to Know Issues and Nature of Testimony. The student and his/her parent(s) or guardian(s) have the right to request in advance of the hearing the issues which the administration will propose in support of the extension, and the general nature of the testimony of any administrative or expert witnesses.

Presence of Student and Witnesses at the Hearing. The student and witnesses may be excluded at the discretion of the hearing examiner in accordance with state statutes. The student may speak in his/her own defense and may be questioned on such testimony, but may choose not to testify.

Sworn or Affirmed Testimony. The principal or his or her designee shall present evidence supporting the recommended extension of the exclusion. Witnesses will give testimony under oath of affirmation, and may be questioned.

Hearing Examiner's Report and Recommendations. The hearing examiner shall prepare a report of his or her findings and recommendations, and forward the report to the superintendent.

Superintendent's Decision. The superintendent will review the hearing examiner's report and determine whether to extend the exclusion. He or she shall have the decision delivered or sent by registered or certified mail to the student, student's parent(s), or guardian(s). If the superintendent decides to extend the exclusion, the extension will take effect immediately.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

6036
Reading Instruction and Intervention Services

The purpose of this policy is to facilitate reading instruction and intervention services to address student reading needs, including, but not limited to, dyslexia. It is the school district's goal that each student be able to read at or above grade level by third grade.

Effective Reading Teachers. It is the intent of the school district to employ teachers for kindergarten through third grade who are effective reading teachers as evidenced by (a) evaluations based on classroom observations and student improvement on reading assessments or (b) specialized training in reading improvement.

Reading Assessment. Beginning in 2019-20, the school district will administer a reading assessment approved by the Nebraska Department of Education three times during the school year to all students in kindergarten through third grade. Exceptions to this requirement include:

- Any student receiving specialized instruction for limited English proficiency who has been receiving such instruction for less than two years;
- Any student receiving special education services for whom such assessment would conflict with the individualized education plan; and
- Any student receiving services under a plan pursuant to the requirements of section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. 794, or Title II of the federal Americans with Disabilities Act of 1990, 42 U.S.C. 12131 to 12165, as such acts and sections existed on January 1, 2018, for whom such assessment would conflict with such section 504 or Title II plan.

The first assessment must occur within the first 30 days of the school year.

Diagnostic assessments used within a supplemental reading intervention program do not require Nebraska Department of Education approval.

Deficiency Identification. Any student in kindergarten through third grade performing below the threshold level as determined by the Nebraska Department of Education shall be identified as having a reading deficiency for purposes of the Nebraska Reading Improvement Act and this policy. A student who is identified as having a reading deficiency shall remain identified as having a reading deficiency until the student performs at or above the threshold level on an approved reading assessment. Nothing in the Nebraska Reading Improvement Act or this policy shall prohibit a school district from identifying any other student as having a reading deficiency.

Supplemental Reading Intervention Program. The school district will provide a supplemental reading intervention program to ensure that students can read at or above grade level at the end of third grade. The school district may work collaboratively with a reading specialist at the Nebraska Department of Education, with educational service units, with learning communities, or through interlocal agreements to develop and provide such supplemental reading intervention programs. Each supplemental reading intervention program must:

- Be provided to any student identified as having a reading deficiency;
- Be implemented during regular school hours in addition to regularly scheduled reading instruction unless otherwise agreed to by a parent or guardian; and
- Make available a summer reading program each summer for any student who has been enrolled in grade one or higher and is identified as continuing to have a reading deficiency at the conclusion of the school year preceding such summer reading program. The summer reading program may be held in conjunction with existing summer programs in the school district or in a community reading program not affiliated with the school district or may be offered online.

The supplemental reading intervention program may also include:

- Reading intervention techniques that are based on scientific research and best practices;
- Diagnostic assessments to frequently monitor student progress throughout the school year and adjust instruction accordingly;
- Intensive intervention using strategies selected from the following list to match the weaknesses identified in the diagnostic assessment:
    - Development in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension;
    - Explicit and systematic instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error corrections and feedback; or
    - Daily targeted individual or small-group reading intervention based on student needs as determined by diagnostic assessment data subject to planned extracurricular school activities;
- Strategies and resources to assist with reading skills at home, including parent-training workshops and suggestions for parent-guided home reading; or
- Access to before-school or after-school supplemental reading intervention with a teacher or tutor who has specialized training in reading intervention.

Parent/Guardian Notification. The school will give notice in writing or by electronic communication to the parent(s) or guardian(s) of any student identified as having a reading deficiency within 15 working days of such identification that the student has been identified as having a reading deficiency and that an individual reading improvement plan will be established and shared with the parents or guardians.

Reading Improvement Plan. Any student who is identified as having a reading deficiency will receive an individual reading improvement plan no later than 30 days after the identification of the reading deficiency. The reading improvement plan may be created by the teacher, the principal, other pertinent school personnel, and the parents or guardians of the student and shall describe the reading intervention services the student will receive through the supplemental reading intervention program to remedy the reading deficiency. The student must receive reading intervention services through the supplemental reading intervention program until the student is no longer identified as having a reading deficiency.

Reading Progress. Each student in kindergarten through third grade and his or her parent(s) or guardian(s) will be informed of the student's reading progress within a reasonable time after the school district receives the results from the student's approved reading assessment.

Adopted on: _____
Revised on: _____
Reviewed on: _____

Ralston PUBLIC SCHOOLS

Policy Update
2018-2019
Summary of Changes

2002	Organization of the Board	**Change is recommended but not required**--Changes options that apply to Election of Board Officers. I am going to defer to the Board for direction on this potential policy change as two different options are presented.
2006	Complaint Procedure	**Change is recommended but not required**--I would recommend that we adopt the revision presented. The revision allows for discretion by the Superintendent against Bad Faith or Serial complaint filings.
2007	Reimbursement and Miscellaneous Expenditures	**Change is recommended but not required**--This change would allow up to $100.00 for board approved recognition materials and up to $50.00 per person for board approved recognition dinners. I would recommend adoption of this change.
2013	Violation of Board Ethics	**Required Change**--This change does not allow the board to enter executive session to protect a board members reputation as it relates to an ethics violation.
3020	Copyright Compliance	**Required Change**--This change brings copyright compliance up to date with current state and federal law and provides a path for students and staff to gain approvals for use through building principals.

3022	Volunteers	**Change is recommended but not required**--This change provides more specific language on volunteers and outlines there is no property right to a volunteer assignment. I would recommend we adopt this change.

Ralston PUBLIC SCHOOLS

3023	Record Management and Retention	**Required Change**--This policy change will significantly update and re-name our record management and retention policy. The technology department is recommending Option 2 at this point as we are currently using Google Vault. It is also recommended by the technology department that we add: The district will also comply with the coordinated and approved Google user agreement.
3025	Returned and Outstanding Checks	**Change Not Required**--This change allows the superintendent or their designee to review all outstanding checks and resolve all matters accordingly. I recommend we adopt this change.
3040	School Safety and Security	**Change Not Required**--Our current Policy 3040 is Compensation of Board Members. I recommend we move that policy to Policy 3053 and add School Safety and Security as Policy 3040. The recommended policy change addresses memorials in schools. I have drafted my own proposal to address memorials for RPS. Mr. Buckingham also reviewed this policy from a Safety Committee standpoint and his suggestions have also been included. I recommend adoption of the changes submitted.
3047	Data Breach Response	**Required Change**--This proposed change aligns this policy with LB 757 requirements. I recommend we adopt the proposed changes.
3048	Communicable Disease	**Change Not Required**--The policy service has presented this policy to be added into school policies if desired. I would recommend we adopt this policy and add it to our policy series as policy 3048. We will move current policy 3048 Cooperative Programs and Services to Policy 3054.
3049	Drones and Unmanned Aircraft	**Change Not Required**--This is a new policy offered by our policy service. This policy is not required but is strongly recommended. I recommend we adopt this policy as submitted.\

3050	Technology in the Classroom	**Some Components are Required**--This is a new policy that addresses smart speaker devices and app selection as it pertains to the protection of student data. I recommend we adopt this policy as submitted. As a District we actually have more specific requirements of staff in app selection which does provide an extra level of security as well.
3053	Compensation of Board Members	**Moved from Policy 3040**
3054	Cooperative Programs and Services	**Moved from Policy 3048**
3055	Golden Age Pass	**Moved from Policy 3049**
3056	Visitors to School	**Moved from Policy 3050**
4012	Staff Internet and Computer Use	**Required Change**--This policy change addresses two areas. The first is to outline "on duty" and "off duty" time for staff. The second addresses required alignment with some provisions with the Political Accountability and Disclosure Act. I recommend we adopt the changes as submitted.
4013	Grievance Procedure	**Submitted to Dr. Rupprecht for Review**
4014	Employment Related Sexual Harassment	**Change is recommended but not required**--This policy change is intended to clarify employee options in addressing a concern and the appropriate process to record a complaint. I recommend we adopt the changes as submitted.
4047	Implementation of Student Assistance Team	**Policy Number Change Only**--This policy has been changed to Policy 5067 to align better with Policy Categories. Policy 4047 will now be open. Current Policy 5067--Teacher Mentoring will not be moved to Policy 5068
5008	Pregnant or Parenting Students	**Required Change**--This policy was already updated by the Board of Education to meet implementation guidelines.

Ralston PUBLIC SCHOOLS

5017	Routine Directory Information	**Change is recommended but not required**--This policy change adds "Name of parent or guardian" to the list of routine director information. I recommend that we adopt this change as presented.
5026 & 5027	Sex Equity in Education Program	**Required Change**--This is our current policy and the policy service is recommending that we combine this policy with Policy 5027 Sexual Harassment of Students by Other Students.
5026 New Combined Policy	Sex Discrimination and Sexual Harassment of Students	**Required Change**--This is an updated and combined policy from both former policies 5026 and 5027. I recommend we adopt the changes as submitted.
5045	Student Fees	**Required Change**--The suggested change outlines basic materials for a required student project for a course will have those costs provided by the District. If a student wishes to do a project beyond a basic level the additional costs would be passed on to the student. I recommend we adopt this change.
5035	Student Discipline	**Required Change**--Our current policy on student discipline is Policy 6024. We are now moving it to Policy 5035. Policy 5035 includes changes required by the passing of LB 1081 that requires schools to collaborate with the County Attorney in reporting outlined student infractions to law enforcement. I recommend we adopt this change as presented.
5037	Student Internet and Information Technology Asset Usage	**Required Change**--Our current policy covers more areas than the basic policy from the policy service but does mirror most components. One small change is recommended in section III-B-3. I recommend we adopt this change as presented and keep our current policy framework.
5045	Student Fees, Fines, and Charges	**Required Change**--Given to Jason for review.

5054	Student Bullying	**Required Change**--The proposed changes further define bullying and incorporate changes in policy to support victims of bullying. I think the proposed changes are provide a more comprehensive policy and would recommend we adopt the changes as presented.
5057	District Title I Parent and Family Engagement Policy	**Required Change**--NDE has required a few changes to policy 5057 so this proposed update includes all of those changes. I recommend we adopt the proposed changes.
5062	Lice and Nits	**We are already in compliance.**
6007	Senior Recognition	This is a needed update to a local policy. We need to change community service hours required for recognition from 70 to 100. Our handbooks and practice has always been to use 100 hours but for some reason we found this was written differently in our Board Policy.
6021	District Criteria for Selecting Evaluators to be Used for Special Education Evaluation	**We are already in compliance.**
6027	Field Trips	**Change is recommended but not required**--This change provides more specific language on volunteers and outlines there is no property right to a volunteer assignment. This is outlined in Policy 3022 Volunteers but directly applies here as well. I would recommend we adopt this change.
6031	Emergency Exclusion	**Required Change**--A sentence fragment was fixed in this policy but the basic operations of the policy have not changed. I recommend we adopt the change as presented.
6036	Reading Instruction and Intervention Services	**Required Change**--This policy change is the result of LB 1081, the Nebraska Reading Improvement Act adopted by the Nebraska Legislature. This policy is required so I would recommend that the board adopt this change as submitted.

Student / Staff Count
2017-2018 School Year

Elem. School	Grade																	
	PS		KG		1		2		3		4		5		6		otal *Student / Staff	
	All Student Counts Are Actual SIMS Enrollment Figures																	
	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Students *
BLUM	2	39	2	50	2	50	3	60	2	45	2	52	2	52	2	38	18	347
KW	2	26	1	16	2	33	2	30	2	31	1	19	1	17	1	26	11	172
MEAD	1	18	2	44	2	41	2	37	2	55	2	40	2	47	2	43	14	307
MOCK	1	20	3	58	3	47	3	54	3	56	3	53	2	46	2	45	19	359
SEY	1	18	2	31	1.5	30	1.5	25	1.5	26	1.5	34	1.5	31	1.5	29	12	206
WW	2	39	2	33	2	38	2	42	2	48	2	37	2	36	2	35	14	269
Totals By Gr	9	160	12	232	12.5	239	13.5	248	12.5	261	11.5	235	10.5	229	10.5	216	88	1660

*Does not include PS

Blum. & Sey. SPED staff & KW Hearing Impaired for K-6 is added to staff Total

Sec. School	7		8		9		10		11		12		TOTAL	
	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud
RMS		225		247									0	472
RHS						258		263		291		252	0	1064

Totals	Staff	*Stud	Ratio	*Stud 16-17	Change for 17-18
BLUM	20	386	19/1	394	-8
KW	13	198	15/1	194	4
MEAD	15	325	22/1	304	21
MOCK	20	379	19/1	403	-24
SEY	13	224	17/1	232	-8
WW	16	308	19/1	302	6
Elem. Totals	97	1820	19/1	1829	-9
RMS	40	472	12/1	486	-14
RHS	69	1064	15/1	1050	14
Sec. Totals	109	1536	14/1	1536	0
Dist. Totals	206	3356	16/1	3365	-9

*Includes PS

June 21 2018

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