

Board of Education Regular Meeting  
Monday, May 16, 2022 7:30 PM  
Fillmore Central High School  
1410 L Street  
Geneva, NE 68361-1599

1. **Call to Order**
2. **Recognize Open Meetings Laws and location of the poster**
3. **Roll Call**
4. **Declaration of Legal Meeting/Excuse Absences**
  - 4.1. Declaration of Legal Meeting
  - 4.2. Excuse Absences
5. **Public Comment**
6. **Reports from Administration**
7. **Action Items**
  - 7.1. Consent Agenda
    - 7.1.1. Approval of the Minutes of the following board meetings: April 11, 2022
    - 7.1.2. Receive, review and accept Finance reports
    - 7.1.3. Review and approve the General Fund Claims
    - 7.1.4. Review and approve the Building Fund Claims
  - 7.2. Review and Approve Music Instructor Teaching Contract
  - 7.3. Review and Approve Non Certificated Salary Schedule for the 2022-2023 School Year
  - 7.4. Review and approve new classification of Data Steward
  - 7.5. Approve Census Takers

7.6. Approve Handbooks: Elementary Student, Middle School Student, High School Student, Activities and Coaches/Sponsor's Handbook

7.7. Home School Activity Eligibility Policy Revision (Board Policy #5122 Exempt School Policy)

7.8. Review, discuss and take any necessary action on the Back to School Framework - Safety Plan

8. **Discussion Items**

8.1. KSB Board Policies

8.2. Review Multicultural Report

8.3. Lot South of Middle School

8.4. Downtown Gym - Painting Walls on Meeting Area

8.5. Next Meeting: June 13, 2022

9. **Adjourn meeting**

FCPS BOE Meeting May 16, 2022  
Principal's Report  
Fillmore Central Elementary School

## **2022-2023 Kindergarten Enrollment - 37**

**Elementary Earth Day Activities** - Students cleaned up at the city parks / ballfields, the city library "secret garden", the HS campus, and the elementary campus.

**Move-Up Day** - We will again participate in the tradition of Move-Up day at the elementary. This is scheduled for the morning of May 19th from 9:00am-10:00am.

**Proud Panther Night** - Proud Panther Night will be held on May 17th. This is the elementary end of the year celebration to recognize students for academic accomplishments and give them the opportunity to "shine" for their families, teachers, and peers. There will also be a free hot dog meal served.

### **Upcoming dates:**

May 17	Transition Meetings
May 17	Proud Panther Night @ 5:00pm
May 19	Move-up @ 9:00am
May 19	Movie @ 12:50pm
May 18	Staff Meeting
May 20	Last Day Assembly
May 20	Last School Day - Dismiss @ 11:00am

Middle School Principal Report  
Submitted by Lisa Lamb  
FCPS BOE Meeting | May 16, 2022

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***Student/Parent Handbook***

A digital copy of the 2022-2023 parents and student handbook will be uploaded for you to view. As always, let me know if you have any questions.

***Thayer Central Math Contest***

A team consisting of three students from each of the sixth, seventh, and eighth grade participated in the 15<sup>th</sup> annual Thayer Central Math Contest on May 4. The team brought home the Runner-Up trophy. Rhonda Schiermeyer, the 7<sup>th</sup> and 8<sup>th</sup> grade Math instructor is the team's sponsor.

**Individual Medal Winners:**

Caleb Nun: 3<sup>rd</sup> Place

Evelyn Myers: 5<sup>th</sup> place.

***4th Grade MS Step Up Day***

Current fourth grade students attended orientation at FCMS on May 5<sup>th</sup> and May 6<sup>th</sup>. Students were provided a tour of the Middle School by current 5<sup>th</sup> grade student leader. These sessions will help the incoming 5<sup>th</sup> grade students in preparation for their transition to the middle school in August.

***Athletics***

The 2022 track season came to a close on Friday, May 6 at the Southern Nebraska Conference Junior High Track Meet for both the girls and boys track teams. The boys team brought home the SNC Championship trophy. Improved running times, increased distances and heights in jumping, throwing, and vault events, were seen throughout the season, as these young student athletes competed in their respective events and races. Two track records were broken this season in both the boys 1600m and boys 800m run.

***Earth Day Cleanup***

The annual Earth Day Clean-up will be held on May 18, 2022 starting at 9:00. FCMS Pride groups and their sponsor will each be assigned a street in Fairmont to help collect litter.

***Game of the Week: Pride Group Contests***

The end of the year, Game of the Week: Pride group contests will take place on May 18, 2022 at 1:00 pm. Pride groups will compete against each other in a variety of games and/or activities. PRIDE groups were reinstated in the Middle School this year as they have been a cornerstone of middle school philosophy and have been successful in developing peer relationships from all grade levels.

***8<sup>th</sup> Grade Graduation and Honors Ceremony***

The 2022 8<sup>th</sup> Grade Graduation and Honors Ceremony will be held on Thursday, May 19 beginning at 2 p.m. Dismissal will take place as normal at 3:20 p.m.

May 2022  
Mr. Theobald

## **AD Report**

- Results from FFA State Convention.
  - State Degree Recipients: Thayne Kimbrough, Finn Neiman and Dakota Nun.
  - Career Development Events (ribbons are distributed in the approximate proportions: purple - 10%, blue - 15%, red - 15%, white - 10%)
    - Ag Technology & Mechanics - team 9th place, blue
      - Finn Neiman - blue
      - Dillon Salmon - white
      - Jared Stephens
      - Mason Simacek
    - Agronomy - red ribbon
      - Jordan Engle - blue
      - Brecken Hoban - red
      - Bryson Hafer - red
      - Blake Nun
    - Welding - team 9th place, blue ribbon
      - Finn Neiman (wire) - 3rd place, purple
      - Bob Smith (OA) - 4th place, purple
      - Braden Hafer (stick) - white
      - TJ Srajhans (TIG)
    - Natural Resources
      - Dakota Nun - red
      - Carson Asche - red

- Results from FBLA SLC. Individual awards included the following:
  - Alex Howell and Ty Schelkopf - 4th place American Enterprise Project
  - Ava Tessman - 6th place Client Services
  - Alex Howell - 7th place Intro to FBLA
  - Eli Swartzendruber - Honorable Mention Introduction to Business Procedures

Chapter Awards included:

- Sweepstakes
- Feed Nebraska
- Nebraska FBLA Foundation Donor
- Go Green
- March of Dimes
- Results from FCCLA SLC. Individual awards included the following:
  - Mackenzie Mumm - Silver - Chapter Service Project Display Level 2
  - Mackenzie Mumm - 3 Musketeers Award

Chapter awards include the following:

- 7-Up Chapter Membership Award
- Silver Chapter Award
- Community SerUS - Bronze

Advisor awards for Miss Reardon

- Adviser Committed to Excellence Award
- Outstanding New Chapter Adviser Award
- Track. SNC track was held on the rescheduled date of May 3rd. The boys team finished in 9th place, but this was only 2 points out of 6th place. The girls team finished in 10th place. Individual placings were:
  - 400 M - Reyna (2nd), 1600 M - Hallie (4th), Pole Vault - Angie (2nd), 800 M - Ashtin (5th), 1600 M - Cooper (2nd), 4 x 100 M Relay - Jayden, Keegan, Luke and Kale (5th), 4 x 400 M Relay - Luke, Aiden, Isaiah and Cooper (4th), 4 x 800 M Relay - Aiden, Cooper, Ashtin and Isaiah (1st), High Jump - Eli (6th), Triple Jump - Luke (4th)
  - District Track will be on May 13th at Thayer Central and State Track will be on May 21st and 22nd in Omaha.
- Golf. SNC golf was held on May 6th at. The team finished in 5th place overall and Alex Schademann brought home the silver medal, shooting a 74. District golf will be on May 16th at Hidden Valley Golf Course in Lincoln. State Golf will be May 24th and 25th in Columbus..

### **Principal Report**

- NHS Inductions/Academic/Athletic Honors night was held on May 2nd. This is the second year we have essentially used this format, and from the majority of the feedback, we plan to keep this format moving forward.
- Students will be taking semester finals on May 18th and 19th. The last day of school will be May 20th, with a 11:35 a.m. dismissal.

## May 16th, 2022 Board Report

1. Call to Order
2. Recognize Open Meeting Act and Location of Poster
3. Roll Call
4. Declaration of Legal Meeting/Excuse absences
5. Public Comment
6. Reports from Administration

### My Report

#### Legislation – Webinar on May 9<sup>th</sup> – Bryce Wilson

Bryce discussed LB 644 (the postcard bill) and how it will impact school districts this upcoming fall. All school districts and many other local taxing entities will need to alert the county clerk by September 5<sup>th</sup> if their tax asking for next year's budget exceeds 2% + real growth. The real growth will be given to districts by August 20<sup>th</sup> like valuation. If someone goes above this number it triggers the county to send post-cards advertising a joint meeting with all of the taxing entities in the county that are exceeding the allowed growth. They will have a joint public hearing that must be after 6pm on a night between September 17<sup>th</sup> and September 29<sup>th</sup>. Budgets are due to the state by September 30<sup>th</sup>.

I will be trying to work with the county for dates ahead of this as the dates are going to be difficult to hit as meetings will have to be advertised and the time frame isn't very long.

If we need to be part of the joint meeting, then we will need to schedule a special meeting following the joint meeting to approve the budget and to possibly approve the tax asking.

Graduation – I thought that it went well and it seemed we had a lot of people.

ESSERS-spending – using some for some personnel next year, more time from Licensed Mental Health Practitioner, Vehicle, math books, SEBL books and training, looking at some desks and chairs.

HVAC info

Potentially harder to fill positions this year. Trying something new.

Fillmore Central Job Fair – Tuesday, June 7 at 10 am and 7 pm

#### 7. Action Items

7.1 Consent Agenda

- 7.1.1 Minutes – the minutes of the April Board meeting are on the Sparq meeting site for your review and approval.
- 7.1.2 Financial Reports – the reports from April are for your review and on the Sparq meetings website.
- 7.1.3 General Fund Claims – If you need more information on any claims, contact Lynne or I prior to the board meeting and we will get that for you.
- 7.1.4 Building Fund-if you have questions please contact Lynne or I prior to the board meeting and we will get it for you.
- 7.2 Approve Teaching Contract: 5-12 Instrumental Music
- 7.3 Review and Approve Classified Salary Increases  
This increase, plus insurance increases, plus a new data steward position would result in about a \$90,000 increase to the budget by taking advantage of ESSER funds for .5 of data steward and .5 high School ICU position.
- 7.4 Review and Approve Classified new Classification – Data Steward – ESSER Funds  
Due to the changes of increasingly needing more data to be entered for our School Information System (Power School), Student Reporting (ADVISED), more testing data (NSCAS and MAPS) and an MTSS tracking and Data Management System (Branching Minds) more time is having to be devoted to these activities. These increases have taken away from the executive secretary’s time to serve as a secretary in many instances.
- 7.5 Approve Census Takers
- 7.6 Review and Approve Handbooks
- 7.7 Home school activity eligibility policy revision
- 7.8 Review, discuss, and take any necessary action to the Back to School
- 8 Discussion Items
- 8.1 KSB policies – final look at 1000’s and 2000’s, beginning look at 3000’s
- 8.2 Multicultural report
- 8.3 Lot south of the Middle School
- 8.4 Paint the walls of DT gym senior area?
- 8.5 Next Meeting – June 13th at 7:30
- 9 Adjournment

Board of Education Regular Meeting  
Monday, April 11, 2022 7:30 PM Central  
Posting Locations:

Fillmore Central High School  
1410 L Street  
Geneva, NE 68361-1599

- Nebraska Signal

Posted Date: April 5, 2022

Chad Engle: Present  
Shaun Farmer: Present  
Doug Gergen: Present  
Christin Lovegrove: Present  
Whitney Peppard: Present  
Scott Schelkopf: Present  
Present: 6.

1. Call to Order

President Farmer called the meeting to order at 7:30 PM.

2. Recognize Open Meetings Laws and location of the poster

3. Roll Call

4. Declaration of Legal Meeting/Excuse Absences

4.1. Declaration of Legal Meeting

Recommendation that this regular meeting of April 11, 2022 be declared a legal meeting passed with a motion by Doug Gergen and a second by Scott Schelkopf.

Chad Engle: Yea, Shaun Farmer: Yea, Doug Gergen: Yea, Christin Lovegrove: Yea,  
Whitney Peppard: Yea, Scott Schelkopf: Yea

Yea: 6, Nay: 0

4.2. Excuse Absences

There were none.

5. Public Comment

6. Reports from Administration

Fillmore Central Elementary – Mr. Veleba: Preparations for next school year have begun.

There are currently 35 enrolled students in kindergarten with eight possible additional students. A parent meeting for these students will be held on April 27<sup>th</sup>. Transition meetings with next year's teachers have been scheduled. May 17<sup>th</sup> is Proud Panther nigh which includes graduations and academic awards.

Fillmore Central Middle School – Mrs. Lamb – Eighth grade students attended orientation at the high school on March 24 and 25 where the selected classes for next year. Testing in ELA, math and science is being completed. Wellness Day was March 30<sup>th</sup>. This is a day-long event

for students with presentations from community members. Seventh and eighth grade students participated in the InVenture day hosted by the Fillmore County Extension Office.

Fillmore Central High School/Athletic Director – Mr. Theobald - absent due to home track triangular.

Fillmore Central Superintendent – Mr. Cumpston – reviewed legislative bills including one to make computer science requirements, easing the certification for teachers and loan forgiveness. He also shared the Arbor Day program which includes planting trees at the high school.

## 7. Action Items

### 7.1. Consent Agenda

Recommendation that the Board approve the consent agenda passed with a motion by Doug Gergen and a second by Chad Engle.

Chad Engle: Yea, Shaun Farmer: Yea, Doug Gergen: Yea, Christin Lovegrove: Yea, Whitney Peppard: Yea, Scott Schelkopf: Yea  
Yea: 6, Nay: 0

7.1.1. Approval of the Minutes of the following board meetings: March 14, 2022

7.1.2. Receive, review and accept Finance reports

7.1.3. Review and approve the General Fund Claims

7.1.4. Review and approve the Building Fund Claims

### 7.2. Review and Approve Resignations

No action was taken.

### 7.3. Approve Teaching Contracts

Recommendation that the Board approve a contract for Haley Steider as a 3rd Grade Instructor for the 2022-2023 school year passed with a motion by Christin Lovegrove and a second by Doug Gergen.

Chad Engle: Yea, Shaun Farmer: Yea, Doug Gergen: Yea, Christin Lovegrove: Yea, Whitney Peppard: Yea, Scott Schelkopf: Yea  
Yea: 6, Nay: 0

Recommendation that the Board approve a contract for Mariah Hedden as a Special Education Instructor for the 2022-2023 school year passed with a motion by Doug Gergen and a second by Whitney Peppard.

Chad Engle: Yea, Shaun Farmer: Yea, Doug Gergen: Yea, Christin Lovegrove: Yea, Whitney Peppard: Yea, Scott Schelkopf: Yea  
Yea: 6, Nay: 0

Recommendation that the Board approve a contract for Marissa Gaston as a 5th Grade Instructor for the 2022-2023 school year passed with a motion by Christin Lovegrove and a second by Whitney Peppard.

Chad Engle: Yea, Shaun Farmer: Yea, Doug Gergen: Yea, Christin Lovegrove: Yea, Whitney Peppard: Yea, Scott Schelkopf: Yea

Yea: 6, Nay: 0

#### 7.4. Mabel Nedza Scholarship

Recommendation that the Board award three (3) student scholarships of \$500 each with the Mabel Matthies-Nedza Scholarship Fund passed with a motion by Doug Gergen and a second by Scott Schelkopf.

Chad Engle: Yea, Shaun Farmer: Yea, Doug Gergen: Yea, Christin Lovegrove: Yea, Whitney Peppard: Yea, Scott Schelkopf: Yea  
Yea: 6, Nay: 0

#### 7.5. Approve Apple Lease Contract for 2022-2023

Recommendation that the Board approve an Apple Lease Contract for 2022-2023 in the amount of \$54,511.05 passed with a motion by Doug Gergen and a second by Chad Engle.

Chad Engle: Yea, Shaun Farmer: Yea, Doug Gergen: Yea, Christin Lovegrove: Yea, Whitney Peppard: Yea, Scott Schelkopf: Yea  
Yea: 6, Nay: 0

Apple is now requiring schools to provide confirmation of board approval and copies of Annual Financial Reports in order to enter into new lease agreements.

#### 7.6. Review and Approve Adding Girls Wrestling Program for 2022-2023

Recommendation that the Board approve adding a girls' wrestling program for the 2022-2023 school year passed with a motion by Chad Engle and a second by Whitney Peppard.

Chad Engle: Yea, Shaun Farmer: Yea, Doug Gergen: Yea, Christin Lovegrove: Yea, Whitney Peppard: Yea, Scott Schelkopf: Yea  
Yea: 6, Nay: 0

#### 7.7. Review, discuss and take any necessary action on the Back to School Framework – Safety Plan

No action was taken.

### 8. Discussion Items

#### 8.1. Student Handbooks

There were few changes in the handbooks. Changes included revised guidelines from public health for fever/exclusion from school, having the extended school room only offered at the Middle School with transportation provided, added language regarding behavioral issues, terms for tobacco use, updating the cell phone policy, Middle School academic standards for activities and implementing the grading for learning 10 day limit.

#### 8.2. KSB Board Policies 1000's and 2000's Series

The 1000 and 2000 policies were reviewed. Policies will be reviewed and then adopted when all sections have been completed to avoid gaps in policies from those currently in place to the revised policies.

8.3. Home School Student Activity Eligibility

NSAA currently required 10 credit hours per semester. In the past NSAA required 20 credit hours per semester but reduced the number of credits required approximately three years ago. Action on this policy will be taken at the May, 2022 meeting.

8.4. Classified Staff Salaries

Staff and their responsibilities were reviewed. Discussion on bus driving positions and adding a data steward position was held. The data steward position will manage student/district data.

8.5. Graduation

8.6. Next Meeting will be May 16, 2022

9. Adjourn Meeting

Recommendation that this regular meeting of April 11, 2022 be adjourned at 8:57 pm passed with a motion by Doug Gergen and a second by Scott Schelkopf.

Chad Engle: Yea, Shaun Farmer: Yea, Doug Gergen: Yea, Christin Lovegrove: Yea, Whitney Peppard: Yea, Scott Schelkopf: Yea

Yea: 6, Nay: 0

CLERK'S REPORT

Reporting Period: 4/30/2022

**Beginning Checking Account Balance**

**\$1,861,709.47**

Peru State College	Dual Enrollment	\$240.00
Region V	Second Step Licenses Reimbursement	\$1,164.50
Parents	Yearbook Sales	\$155.00
Fillmore County Treasurer	General Taxes	\$919,854.27
Parents	Yearbook Sales	\$200.00
Educational Service Unit #6	April Rent	\$8,979.28
Payroll Accounts	Payroll Tax Deposits	\$99,000.24
State of Nebraska	Sped School Age Reimb 2020-2021	\$105,910.00
City of Geneva	Senior Center Rent	\$130.00
Parents	Yearbook Sales	\$115.00
FCPS Activity Fund	Salaries/Benefits Reimbursement	\$587.65
Heartland Bank	Checking Interest	\$168.18

Total Receipts	\$1,136,504.12
Plus Transfer from Hot Lunch Fund to Checking (Payroll Direct Deposits)	\$9,894.58
Plus HSA Corrections	\$0.00
Less Disbursements	\$1,030,402.69

**Checking Account Balance**

**\$1,977,705.48**


Bank Statement Balance	\$1,994,245.12
Less Outstanding Checks	(\$16,539.64)
<b>Checking Account Balance</b>	<b>\$1,977,705.48</b>

General Fund Checking Account Balance	\$1,977,705.48
FCPS Checking Account Balance	\$25,107.28
General Fund CD's (including accrued interest)	\$0.00
<b>Total General Fund Balance</b>	<b>\$2,002,812.76</b>

Prepared By:

  
\_\_\_\_\_

Approved By:

  
\_\_\_\_\_

Date Prepared:

5/2/2022

**FCPS FUND - April 2022**

Verizon Wireless	Cell Phones	\$247.60
La Quinta by Wyndham-Kearney	State Speech Rooms	\$865.00
Geneva Super Foods	Supplies	\$399.15
Quadient Finance USA Inc	Middle School Postage	\$199.86
Geneva Home Center	Supplies	\$66.79
Quadient Finance USA Inc	Elementary Postage	\$287.00
Quadient Finance USA Inc	High School Postage	\$47.58
WalMart	Supplies	\$110.02
Windstream	Telephone	\$836.04
<b>TOTAL</b>		<b>\$3,059.04</b>

**MASTERCARD - April 2022**

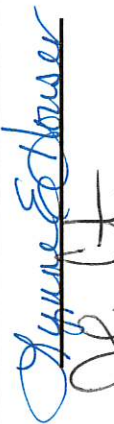
International E-Z Up	Equipment	\$264.45
Amazon	Supplies	\$65.32
Walmart	Supplies	\$702.95
Better World Book	Books	\$337.54
Hilton Hotels Omaha	NETA Lodging	\$1,074.50
<b>TOTAL</b>		<b>\$2,444.76</b>

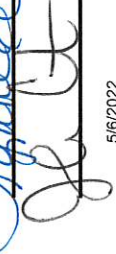
<b>FUND REPORTS - April 2022</b>							
<b>BUILDING FUND</b>							
9/1/2021	Month	YTD	Month	YTD	YTD	Current	Current
Beg. Bal.	Receipts	Receipts	Disburse.	Disburse.	Balance	Checking	CD
						Balance	Balance
\$ 383,398.93	\$ 76,545.41	\$ 369,892.15	\$ -	\$ 51,646.06	\$ 701,645.02	\$ 701,645.02	\$ -
<b>GENERAL FUND PROPERTY TAX RECAP</b>							
Budgeted	Current Mo.	YTD	YTD %				
Amount	Collected	Collected	Collected				
\$ 7,476,205.00	\$ 1,687,089.38	\$ 6,387,663.01	85.44%				
<b>DEPRECIATION FUND</b>							
9/1/2021	Month	YTD	Month	YTD	YTD	Current	Current
Beg. Bal.	Receipts	Receipts	Disburse.	Disburse.	Balance	Checking	CD
						Balance	Balance
\$ 117,940.56	\$ 5.68	\$ 70.00	\$ -	\$ 46,575.00	\$ 71,435.56	\$ 71,435.56	\$ -
<b>EMPLOYEE BENEFIT FUND</b>							
9/1/2021	Month	YTD	Month	YTD	YTD		
Beg. Bal.	Receipts	Receipts	Disburse.	Disburse.	Balance		
\$ 55,413.07	\$ 3,671.36	\$ 30,072.18	\$ 2,605.28	\$ 34,209.74	\$ 51,275.51		
<b>PAYROLL RETIREMENT FUND</b>							
9/1/2021	Month	YTD	Month	YTD	YTD		
Beg. Bal.	Receipts	Receipts	Disburse.	Disburse.	Balance		
\$ -	\$ 77,626.54	\$ 609,641.17	\$ 77,626.54	\$ 609,641.17	\$ -		
<b>UNEMPLOYMENT SAVINGS ACCOUNT</b>							
9/1/2021	Month	YTD	Month	YTD	YTD	Current	Current
Beg. Bal.	Receipts	Receipts	Disburse.	Disburse.	Balance	Savings	CD
						Balance	Balance
\$ 64,272.27	\$ 1.36	\$ 80.25	\$ -	\$ -	\$ 64,352.52	\$ 34,213.73	\$ 30,138.79
<b>HOT LUNCH PROGRAM - March 2022</b>							
9/1/2021	Month	YTD	Month	YTD	YTD		
Beg. Bal.	Receipts	Receipts	Disburse.	Disburse.	Balance		
\$ 71,749.12	\$ 52,421.57	\$ 301,559.97	\$ 52,815.71	\$ 330,767.21	\$ 42,541.88		
<b>ACTIVITIES REPORT</b>							
9/1/2021	Month	YTD	Month	YTD	YTD	Current	Current
Beg. Bal.	Receipts	Receipts	Disburse.	Disburse.	Balance	Checking	CD/Checking
						Balance	Balance
\$ 311,975.46	\$ 14,998.93	\$ 252,649.60	\$ 23,209.96	\$ 264,003.82	\$ 300,621.24	\$ 189,076.00	\$ 111,545.24

**FILLMORE CO. SCHOOL DIST. #30-0025  
COUNTY TREASURER'S RECEIPTS**

Reporting Period: April 1-30 2022

TAX SOURCE	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Y-T-D
Levied Tax 2009	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest 2009	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Levied Tax 2010	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest 2010	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Levied Tax 2011	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest 2011	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Levied Tax 2012	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest 2012	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Levied Tax 2013	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest 2013	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Levied Tax 2014	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest 2014	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Levied Tax 2015	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest 2015	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Levied Tax 2016	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest 2016	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Levied Tax 2017	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest 2017	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Levied Tax 2018	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest 2018	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Levied Tax 2019	\$0.00	\$0.00	\$481.68	\$0.00	\$427.12	\$120.29	\$0.00	\$63.60	\$0.00	\$0.00	\$0.00	\$0.00	\$1,092.69
Interest 2019	\$0.00	\$0.00	\$89.51	\$0.00	\$0.00	\$0.00	\$0.00	\$14.99	\$0.00	\$0.00	\$0.00	\$0.00	\$104.50
Levied Tax 2020	\$1,743,377.77	\$193,608.66	\$9,559.32	\$3,818.61	\$14,670.15	\$6,844.12	\$3,683.26	\$2,730.23	\$0.00	\$0.00	\$0.00	\$0.00	\$1,978,292.12
Interest 2020	\$232.78	\$676.00	\$296.83	\$150.24	\$776.22	\$531.29	\$325.67	\$254.90	\$0.00	\$0.00	\$0.00	\$0.00	\$3,243.93
Levied Tax 2021	\$0.00	\$0.00	\$0.00	\$0.00	\$1,089,012.87	\$215,070.87	\$124,070.54	\$298,748.35	\$1,655,627.29	\$0.00	\$0.00	\$0.00	\$3,382,529.92
Interest 2021	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Vehicle Tax 2010	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Vehicle Tax 2011	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Vehicle Tax 2012	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Vehicle Tax 2013	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Vehicle Tax 2014	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Vehicle Tax 2015	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Vehicle Tax 2016	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Vehicle Tax 2017	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Vehicle Tax 2018	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Vehicle Tax 2019	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Vehicle Tax 2020	\$21,026.90	\$16,018.54	\$14,984.30	\$23,811.88	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$75,841.62
Vehicle Tax 2021	\$0.00	\$0.00	\$0.00	\$0.00	\$35,016.28	\$95,158.95	\$25,001.86	\$23,804.91	\$22,674.65	\$0.00	\$0.00	\$0.00	\$201,656.65
Homestead Exemption	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,787.44	\$8,787.44	\$0.00	\$0.00	\$0.00	\$0.00	\$26,362.32
Property Tax Credit	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$359,269.63	\$0.00	\$359,269.63	\$0.00	\$0.00	\$0.00	\$0.00	\$718,539.26
<b>Property Tax Total</b>	<b>\$1,764,637.45</b>	<b>\$210,303.20</b>	<b>\$25,411.64</b>	<b>\$27,780.73</b>	<b>\$1,139,902.64</b>	<b>\$676,995.15</b>	<b>\$161,868.77</b>	<b>\$693,674.05</b>	<b>\$1,687,089.38</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$6,387,663.01</b>

Prepared by: 


Approved by: 

Date Prepared: 5/6/2022

FILLMORE CO. SCHOOL DIST. #30-0025  
COUNTY TREASURER'S RECEIPTS

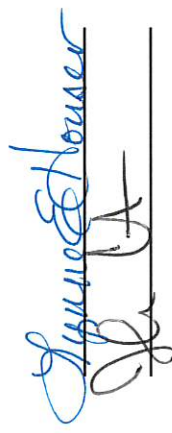
Reporting Period: April 1-30 2022

TAX SOURCE	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Y-T-D
Levied Tax 2009	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest 2009	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Levied Tax 2010	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest 2010	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Levied Tax 2011	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest 2011	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Levied Tax 2012	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest 2012	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Levied Tax 2013	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest 2013	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Levied Tax 2014	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest 2014	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Levied Tax 2015	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest 2015	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Levied Tax 2016	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest 2016	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Levied Tax 2017	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest 2017	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Levied Tax 2018	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest 2018	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Levied Tax 2019	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Interest 2019	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Levied Tax 2020	\$1,743,377.77	\$193,608.66	\$9,559.32	\$3,818.61	\$14,670.15	\$6,844.12	\$3,683.26	\$2,730.23	\$0.00	\$0.00	\$0.00	\$0.00	\$1,978,292.12
Interest 2020	\$232.78	\$676.00	\$296.83	\$150.24	\$776.22	\$531.29	\$325.67	\$254.90	\$0.00	\$0.00	\$0.00	\$0.00	\$3,243.93
Levied Tax 2021	\$0.00	\$0.00	\$0.00	\$0.00	\$1,089,012.87	\$215,070.87	\$124,070.54	\$298,748.35	\$1,655,627.29	\$0.00	\$0.00	\$0.00	\$3,382,529.92
Interest 2021	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Vehicle Tax 2010	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Vehicle Tax 2011	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Vehicle Tax 2012	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Vehicle Tax 2013	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Vehicle Tax 2014	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Vehicle Tax 2015	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Vehicle Tax 2016	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Vehicle Tax 2017	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Vehicle Tax 2018	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Vehicle Tax 2019	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Vehicle Tax 2020	\$21,026.90	\$16,018.54	\$14,984.30	\$23,811.88	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$75,841.62
Vehicle Tax 2021	\$0.00	\$0.00	\$0.00	\$0.00	\$35,016.28	\$95,158.95	\$25,001.86	\$23,804.91	\$22,674.65	\$0.00	\$0.00	\$0.00	\$201,656.65
Homestead Exemption	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,787.44	\$8,787.44	\$8,787.44	\$0.00	\$0.00	\$0.00	\$26,362.32
Property Tax Credit	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$359,269.63	\$0.00	\$359,269.63	\$0.00	\$0.00	\$0.00	\$0.00	\$718,539.26
Property Tax Total	\$1,764,637.45	\$210,303.20	\$25,411.64	\$27,780.73	\$1,139,902.64	\$676,995.15	\$161,868.77	\$693,674.05	\$1,687,089.38	\$0.00	\$0.00	\$0.00	\$6,387,663.01
Pro-Rata Vehicle	\$0.00	\$1,838.86	\$0.00	\$0.00	\$2,922.48	\$0.00	\$0.00	\$5,333.27	\$0.00	\$0.00	\$0.00	\$0.00	\$10,094.61
Carline Tax	\$671.96	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,568.32	\$0.00	\$0.00	\$0.00	\$2,240.28
Co.Court Fines & Lic	\$1,618.59	\$2,473.03	\$1,988.53	\$2,000.66	\$2,694.39	\$1,290.95	\$2,124.27	\$1,161.18	\$2,181.99	\$0.00	\$0.00	\$0.00	\$17,533.59
Penalties	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Railroad Money	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
In Lieu of Tax/Pub Power	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
In Lieu of Tax	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Police Court Fines	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Nameplate Capacity Tax	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Taxes Total	\$2,290.55	\$4,311.89	\$1,988.53	\$2,000.66	\$5,616.87	\$1,290.95	\$2,124.27	\$226,180.22	\$3,750.31	\$0.00	\$0.00	\$0.00	\$249,554.25
<b>TOTAL COLLECTED</b>	<b>\$1,766,928.00</b>	<b>\$214,615.09</b>	<b>\$27,400.17</b>	<b>\$29,781.39</b>	<b>\$1,145,519.51</b>	<b>\$678,286.10</b>	<b>\$163,993.04</b>	<b>\$919,854.27</b>	<b>\$1,690,839.69</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$6,637,217.26</b>

Prepared by:   
 Approved by: \_\_\_\_\_  
 Date Prepared: 5/6/2022

**Recap of Property Taxes**  
 (Includes Real Estate, Personal, Special, Motor Vehicle, & Homestead Exemption Collections)

Month	YTD%		YTD%		YTD%		YTD%		YTD%	
	Collected	2017-2018	Collected	2018-2019	Collected	2019-2020	Collected	2020-2021	Collected	2021-2022
SEPTEMBER	\$1,567,553.65	23.71%	\$1,536,236.05	22.70%	\$1,781,105.11	24.65%	\$1,673,960.78	22.39%	\$1,764,637.45	23.60%
OCTOBER	\$224,393.30	27.11%	\$218,749.09	25.93%	\$383,583.52	29.96%	\$455,129.64	28.48%	\$210,303.20	26.42%
NOVEMBER	\$37,318.35	27.67%	\$117,622.74	27.67%	\$49,316.08	30.65%	\$35,947.83	28.96%	\$25,411.64	26.76%
DECEMBER	\$36,048.59	28.22%	\$26,527.18	28.06%	\$23,425.25	30.97%	\$22,225.93	29.26%	\$27,780.73	27.13%
JANUARY	\$1,427,240.70	49.81%	\$1,233,519.48	46.29%	\$1,106,083.07	46.28%	\$1,096,222.57	43.92%	\$1,139,902.64	42.37%
FEBRUARY	\$691,897.33	60.28%	\$580,559.34	54.87%	\$645,698.72	55.22%	\$642,407.47	52.51%	\$676,995.15	51.43%
MARCH	\$76,719.07	61.44%	\$76,025.96	55.99%	\$76,392.49	56.28%	\$112,762.94	54.02%	\$161,868.77	53.60%
APRIL	\$370,143.32	67.04%	\$416,804.53	62.15%	\$771,612.49	66.96%	\$810,684.10	64.86%	\$693,674.05	62.87%
MAY	\$2,044,465.75	97.97%	\$2,228,410.13	95.08%	\$1,990,514.40	94.51%	\$2,041,491.20	92.17%	\$1,687,089.38	85.44%
JUNE	\$440,765.26	104.63%	\$711,926.55	105.60%	\$564,776.14	102.33%	\$691,100.88	101.41%		
JULY	\$75,548.79	105.78%	\$41,512.10	106.22%	\$82,809.79	103.48%	\$352,297.59	106.13%		
AUGUST	\$71,425.52	106.86%	\$86,415.20	107.49%	\$79,307.96	104.57%	\$93,942.92	107.38%		
YTD TOTAL	\$ 7,063,519.63	106.86%	\$ 7,274,308.35	107.49%	\$ 7,554,625.02	104.57%	\$ 8,028,173.85	107.38%	\$ 6,387,663.01	85.44%
BUDGET	\$ 6,610,272.00		\$ 6,767,152.00		\$ 7,224,154.00		\$ 7,476,205.00		\$ 7,476,205.00	
%/BUDGET	106.86%		107.49%		104.57%		107.38%		85.44%	

Prepared by: 

Approved by: \_\_\_\_\_

Date Prepared: 5/6/2022

Reporting Period: 04/01/22-04/30/22

GENERAL FUND EXPENDITURES MONTH GROUP REPORT - APRIL 2022

Account Number	Account Description	Budgeted Amount	Expended During Month	Expenditures Year to Date	% of Budget Spent	Adjusted Balance
01	GENERAL FUND					
1100	REGULAR INSTRUCTIONAL PROGRAMS					
100	OVERTIME SALARIES NON-	2,508,900.00	207,689.66	1,653,653.98	65.91	855,246.02
200	RETIREMENT NON-INSTRUCTIONAL	1,420,675.00	99,516.96	867,637.48	61.07	553,037.52
300	380	44,500.00	6,632.86	30,416.48	70.36	14,083.52
400	BUS REPAIRS AND MTNCE	100,000.00	6,361.09	60,473.37	64.56	39,526.63
500	TRAVEL EXPENSE AND MILEAGE	4,500.00	247.44	1,817.03	48.71	2,682.97
600	BOOKS, TEXTBOOKS & PERIODICALS	131,000.00	3,423.02	122,331.81	95.75	8,668.19
700	730	42,000.00	0.00	36,959.24	108.09	5,040.76
800	MISC OBJECTS	12,250.00	796.38	12,095.33	127.77	154.67
1100	ALL INSTRUCTION	4,263,825.00	324,667.41	2,785,384.72	65.81	1,478,440.28
1200	SPECIAL EDUCATION PROGRAMS					
100	OVERTIME SALARIES NON-	516,200.00	46,319.66	368,302.02	71.35	147,897.98
200	HEALTH BENEFITS NON-	276,905.00	20,719.31	164,466.78	59.39	112,438.22
300	PROFESSIONAL SERVICES	88,000.00	0.00	14,234.04	16.18	73,765.96
500	TUITION(TYKE)	1,291,250.00	111,784.29	387,596.95	30.02	903,653.05
600	BOOKS, TEXTBOOKS & PERIODICALS	5,700.00	86.72	4,671.77	87.31	1,028.23
700	730	9,000.00	0.00	705.55	13.40	8,294.45
1200	ALL INSTRUCTION	2,187,055.00	178,909.98	939,977.11	43.02	1,247,077.89
1300	DRIVERS EDUCATION					
100	SALARIES NON-INSTRUCTIONAL	6,000.00	498.00	3,984.00	66.40	2,016.00
200	RETIREMENT NON-INSTRUCTIONAL	1,059.00	87.29	698.32	65.94	360.68
1300	ALL INSTRUCTION	7,059.00	585.29	4,682.32	66.33	2,376.68
2100	SUPPORT SERVICES/PUPIL SERVICE					
100	ADDITIONAL COMPENSATION NON-	384,338.00	31,288.47	263,882.65	68.66	120,455.35
200	RETIREMENT NON-INSTRUCTIONAL	114,508.00	9,189.68	75,296.56	65.76	39,211.44
300	380	332,600.00	38,044.87	245,080.92	74.53	87,519.08
400	BUS REPAIRS AND MTNCE	10,000.00	0.00	0.00	0.00	10,000.00
500	TRAVEL EXPENSE AND MILEAGE	302,200.00	81,457.93	164,143.29	54.32	138,056.71
600	ENERGY-FUEL	33,500.00	2,658.11	20,225.52	61.51	13,274.48
800	MISC OBJECTS	37,800.00	463.00	31,567.71	86.03	6,232.29
2100	SUPPORT SERVICES	1,214,946.00	163,102.06	800,196.65	66.20	414,749.35
2200	SUPPORT SERVICES/LIBRARY-MEDIA					
100	OVERTIME SALARIES NON-	90,000.00	7,321.65	56,725.78	63.03	33,274.22
200	RETIREMENT NON-INSTRUCTIONAL	38,699.00	2,979.72	24,141.97	62.38	14,557.03
300	380	19,000.00	249.00	4,699.00	24.73	14,301.00
500	TRAVEL EXPENSE AND MILEAGE	2,600.00	0.00	75.00	17.31	2,525.00
600	BOOKS, TEXTBOOKS & PERIODICALS	16,100.00	407.49	5,107.30	34.78	10,992.70
700	730	3,000.00	0.00	529.73	17.66	2,470.27
800	MISC OBJECTS	7,750.00	0.00	7,000.00	90.32	750.00

GENERAL FUND EXPENDITURES MONTH GROUP REPORT - APRIL 2022

Account Number	Account Description	Budgeted Amount	Expended During Month	Expenditures Year to Date	% of Budget Spent	Adjusted Balance
2200	SUPPORT SERVICES	177,149.00	10,957.86	98,278.78	55.97	78,870.22
2300	SUPPORT SERVICES-GEN ADMIN					
100	SALARY	151,000.00	12,583.33	100,666.64	66.67	50,333.36
200	290	46,652.00	3,221.18	25,608.35	54.89	21,043.65
300	310	25,200.00	418.00	13,814.47	54.82	11,385.53
400	BUS REPAIRS AND MTNCE	2,000.00	184.80	1,999.78	107.90	0.22
500	TRAVEL EXPENSE AND MILEAGE	9,500.00	399.00	3,879.21	40.83	5,620.79
600	SUPPLIES	2,500.00	21.31	1,224.90	56.07	1,275.10
800	MISC OBJECTS	15,358.00	337.32	12,858.62	84.29	2,499.38
2300	SUPPORT SERVICES	252,210.00	17,164.94	160,051.97	63.63	92,158.03
2400	OFFICE OF PRINCIPAL					
100	ADDITIONAL COMPENSATION NON-	386,171.00	33,396.61	264,148.08	68.40	122,022.92
200	HEALTH BENEFITS NON-	178,475.00	13,032.68	103,788.79	58.15	74,686.21
300	380	2,400.00	0.00	1,935.00	80.63	465.00
500	TRAVEL EXPENSE AND MILEAGE	3,400.00	0.00	1,162.84	34.20	2,237.16
600	SUPPLIES	3,000.00	275.95	633.57	21.12	2,366.43
800	MISC OBJECTS	6,000.00	0.00	2,719.64	45.33	3,280.36
2400	SUPPORT SERVICES	579,446.00	46,705.24	374,387.92	64.61	205,058.08
2500	SUPPORT SERVICES-GEN BUSINESS					
100	OVERTIME SALARIES NON-	47,500.00	4,633.72	36,373.25	76.58	11,126.75
200	WORKER'S COMP NON-INSTRUCTIONAL	52,940.00	4,373.97	37,559.63	70.95	15,380.37
300	PROFESSIONAL SERVICES	6,000.00	100.00	1,400.00	23.33	4,600.00
400	BUS REPAIRS AND MTNCE	8,500.00	371.21	4,710.05	57.27	3,789.95
500	TRAVEL EXPENSE AND MILEAGE	117,100.00	8,320.24	60,941.41	52.04	56,158.59
600	SUPPLIES	3,000.00	248.91	1,685.71	58.26	1,314.29
700	730	4,000.00	733.33	733.33	18.33	3,266.67
800	DUES AND FEES	500.00	0.00	75.00	15.00	425.00
2500	SUPPORT SERVICES	239,540.00	18,781.38	143,478.38	59.99	96,061.62
2600	SUPPORT SERVICES-BLDGS & SITES					
100	OVERTIME SALARIES NON-	262,000.00	24,324.48	179,781.42	68.62	82,218.58
200	RETIREMENT NON-INSTRUCTIONAL	151,976.00	13,291.86	103,482.95	68.09	48,493.05
300	PROFESSIONAL SERVICES	36,300.00	5,878.98	22,490.89	61.96	13,809.11
400	BUS REPAIRS AND MTNCE	141,000.00	5,609.34	52,665.86	37.35	88,334.14
500	TRAVEL EXPENSE AND MILEAGE	7,000.00	0.00	1,231.90	19.76	5,768.10
600	SUPPLIES	293,000.00	25,423.61	173,987.76	59.64	119,012.24
700	730	110,000.00	1,632.51	22,636.93	25.09	87,363.07
800	MISC OBJECTS	151,033.00	0.00	297.46	0.22	150,735.54
2600	SUPPORT SERVICES	1,152,309.00	76,160.78	556,575.17	48.81	595,733.83
2700	SUPPORT SERVICES-PUPIL TRANS					

GENERAL FUND EXPENDITURES MONTH GROUP REPORT - APRIL 2022

Account Number	Account Description	Budgeted Amount	Expended During Month	Expenditures Year to Date	% of Budget Spent	Adjusted Balance
100	SALARIES NON-INSTRUCTIONAL	141,500.00	9,193.79	67,162.66	47.46	74,337.34
200	RETIREMENT NON-INSTRUCTIONAL	47,285.00	1,611.48	11,771.64	24.90	35,513.36
300	330	24,500.00	370.17	2,525.35	11.32	21,974.65
400	BUS REPAIRS AND MTNCE	71,000.00	3,735.58	19,533.04	27.51	51,466.96
500	STUDENT TRANSPORTATION SVS.	50,500.00	308.56	2,909.28	5.76	47,590.72
600	ENERGY-FUEL	53,500.00	5,356.58	30,201.34	56.45	23,298.66
700	730	60,000.00	0.00	77,844.97	129.74	(17,844.97)
800	MISC OBJECTS	4,050.00	280.10	3,790.81	93.93	259.19
2700	SUPPORT SERVICES	452,335.00	20,856.26	215,739.09	47.75	236,595.91
3300	COMMUNITY SERVICES OPERATIONS					
800	MISC OBJECTS	10,000.00	0.00	3,372.73	33.73	6,627.27
3300	COMMUNITY SERVICES	10,000.00	0.00	3,372.73	33.73	6,627.27
3500	HIGH ABILITY LEARNING					
100	SALARIES NON-INSTRUCTIONAL	2,800.00	0.00	0.00	0.00	2,800.00
200	RETIREMENT NON-INSTRUCTIONAL	500.00	0.00	0.00	0.00	500.00
600	SUPPLIES	100.00	0.00	43.90	128.75	56.10
700	730	1,800.00	0.00	0.00	0.00	1,800.00
800	DUES AND FEES	4,000.00	0.00	3,025.00	75.63	975.00
3500	COMMUNITY SERVICES	9,200.00	0.00	3,068.90	34.28	6,131.10
6200	TITLE I					
100	SALARIES TEMP NON-INSTRUCTIONAL	91,748.00	7,082.36	56,299.56	61.36	35,448.44
200	HEALTH BENEFITS NON-	51,024.00	2,768.48	23,971.34	46.98	27,052.66
300	PUPIL SERVICES	9,800.00	0.00	0.00	0.00	9,800.00
600	SUPPLIES	8,500.00	480.24	1,945.21	22.88	6,554.79
800	MISC OBJECTS	0.00	0.00	0.00	0.00	0.00
6200	FEDERAL SERVICES	161,072.00	10,331.08	82,216.11	51.04	78,855.89
6300	TITLE II TITLE VI					
100	SALARIES NON-INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00
200	HEALTH BENEFITS NON-	0.00	0.00	0.00	0.00	0.00
6300	FEDERAL SERVICES	0.00	0.00	0.00	0.00	0.00
6400	IDEA PART B					
300	PUPIL SERVICES	0.00	0.00	0.00	0.00	0.00
500	TUITION(TYKE)	171,322.00	50,899.04	95,483.80	55.73	75,838.20
6400	FEDERAL SERVICES	171,322.00	50,899.04	95,483.80	55.73	75,838.20
6900	OTHER FEDERAL SERVICES					
100	SALARIES NON-INSTRUCTIONAL	22,963.00	2,186.33	16,505.05	71.88	6,457.95
200	RETIREMENT NON-INSTRUCTIONAL	4,053.00	375.02	2,884.80	71.18	1,168.20
300	PROFESSIONAL SERVICES	0.00	0.00	0.00	0.00	0.00
400	LEASE VEHICLE	40,650.00	0.00	41,147.00	101.22	(497.00)
600	SUPPLIES	1,171,977.00	0.00	159,074.37	22.27	1,012,902.63

EXPENDITURES MONTH GROUP REPORT/BOARD OF

04/2022

GENERAL FUND EXPENDITURES MONTH GROUP REPORT - APRIL 2022

Account Number	Account Description	Budgeted Amount	Expended During Month	Expenditures Year to Date	% of Budget Spent	Adjusted Balance
700 730		0.00	0.00	0.00	0.00	0.00
6900	FEDERAL SERVICES	1,239,643.00	2,561.35	219,611.22	25.94	1,020,031.78
8000	TRANSFERS					
900 910		110,000.00	0.00	30,000.00	27.27	80,000.00
8000	TRANSFERS	110,000.00	0.00	30,000.00	27.27	80,000.00
9000	NON-PROGRAMMED CHARGES					
100	SALARIES NON-INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00
200	RETIREMENT NON-INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00
800	MISC OBJECTS	0.00	0.00	0.00	0.00	0.00
9000	NON-PROGRAMMED CHARGES	0.00	0.00	0.00	0.00	0.00
01	GENERAL FUND	12,227,111.00	921,682.67	6,512,504.87	54.37	5,714,606.13

Fund: 05 ACTIVITIES FUND

Chart of Account Number	Chart of Account Description	Beginning Balance	Expenses	Revenues	Balance Change	Balance
05 704 0001	STUDENT FEES	15,067.81	400.00	1,330.00	0.00	15,997.81
05 704 0002	ATHLETICS	25,733.36	1,551.35	2,903.00	0.00	27,085.01
05 704 0003	CHEERLEADERS	1,157.25	1,770.13	966.45	0.00	353.57
05 704 0004	CONCESSIONS	2,029.30	1,909.38	389.25	0.00	509.17
05 704 0005	FC CLUB	24,567.18	1,275.46	1,228.00	0.00	24,519.72
05 704 0006	FFA	22,752.05	3,435.22	4,483.32	0.00	23,800.15
05 704 0007	FCCLA	20,881.01	844.00	0.00	0.00	20,037.01
05 704 0008	FBLA	6,608.51	1,237.21	0.00	0.00	5,371.30
05 704 0009	BAND	5,163.11	3,227.72	0.00	0.00	1,935.39
05 704 0011	NHS/STUCO	1,163.99	50.00	0.00	0.00	1,113.99
05 704 0014	FAMILY & CONSUMER SCIENCE	549.25	0.00	0.00	0.00	549.25
05 704 0015	AG SHOP	4,062.35	5.01	0.00	0.00	4,057.34
05 704 0017	ART	2,158.40	0.00	0.00	0.00	2,158.40
05 704 0018	CLOSE-UP	523.27	0.00	0.00	0.00	523.27
05 704 0019	FOREIGN LANGUAGE	2,468.25	0.00	0.00	0.00	2,468.25
05 704 0021	HIGH SCHOOL LIBRARY	1,457.02	0.00	0.00	0.00	1,457.02
05 704 0022	INDUSTRIAL TECH	598.55	200.72	928.00	0.00	1,325.83
05 704 0024	ONE-ACT	7,772.87	2,375.00	0.00	0.00	5,397.87
05 704 0025	PRINCIPAL'S ACCOUNT	474.02	219.90	210.08	0.00	464.20
05 704 0027	MILK MACHINE	2,835.13	115.55	0.00	0.00	2,719.58
05 704 0029	COF GRANT	1.21	0.00	0.00	0.00	1.21
05 704 0030	ELEMENTARY LIBRARY	1,361.67	0.00	0.00	0.00	1,361.67
05 704 0035	ELEMENTARY SCHOOL	7,185.03	234.13	0.00	0.00	6,950.90
05 704 0040	SPEECH	1,061.18	378.39	773.00	0.00	1,455.79
05 704 0045	BIOLOGY ACCOUNT	293.94	0.00	0.00	0.00	293.94
05 704 0047	TESTS	2,031.49	0.00	75.00	0.00	2,106.49
05 704 0048	OUTDOOR CLASSROOM PROJECT	7,738.27	0.00	0.00	0.00	7,738.27
05 704 0052	CLASS OF 2024	2,752.03	0.00	0.00	0.00	2,752.03
05 704 0053	CLASS OF 2025	1,302.01	0.00	0.00	0.00	1,302.01
05 704 0077	CLASS OF 2021	325.56	0.00	0.00	0.00	325.56
05 704 0078	CLASS OF 2022	1,044.27	0.00	280.00	0.00	1,324.27
05 704 0079	CLASS OF 2023	1,320.64	3,119.42	1,215.00	0.00	(563.79)
05 704 0080	MS STUDENT COUNCIL	4,029.42	42.87	0.00	0.00	3,986.55
05 704 0081	MS PRINCIPAL'S FUND	550.80	818.50	115.23	0.00	(152.47)
05 704 0082	MS LIBRARY	2,196.32	0.00	0.00	0.00	2,196.32
05 704 0084	MS MUSIC	2,186.07	0.00	0.00	0.00	2,186.07
05 704 0085	MS ART	55.07	0.00	0.00	0.00	55.07

ACTIVITY FUND BALANCE REPORT - APRIL 2022

Fund: 05 ACTIVITIES FUND

Chart of Account Number	Chart of Account Description	Beginning Balance	Expenses	Revenues	Balance Change	Balance
05 704 0086	MS PACK	2,867.17	0.00	0.00	0.00	2,867.17
05 704 0087	MS BAND	(337.87)	0.00	0.00	0.00	(337.87)
05 704 0087	MABEL NEDZA SCHOLARSHIP FUND	111,446.85	0.00	98.39	0.00	111,545.24
05 704 0098	CLEARING	4,993.41	0.00	0.00	0.00	4,993.41
05 704 0099	INTEREST	6,405.05	0.00	4.21	0.00	6,409.26
Fund Total: 05		308,832.27	23,209.96	14,998.93	0.00	300,621.24

ACTIVITY FUND BALANCE REPORT - SEPTEMBER 1 2021 TO APRIL 30 2022

Fund: 05 ACTIVITIES FUND

Chart of Account Number	Chart of Account Description	Beginning Balance	Expenses	Revenues	Balance Change	Balance
05 704 0001	STUDENT FEES	13,152.81	4,050.00	6,895.00	0.00	15,997.81
05 704 0002	ATHLETICS	26,604.61	78,228.37	78,708.77	0.00	27,085.01
05 704 0003	CHEERLEADERS	(640.58)	3,613.87	4,608.02	0.00	353.57
05 704 0004	CONCESSIONS	2,586.72	39,218.39	37,140.84	0.00	509.17
05 704 0005	FC CLUB	29,045.41	22,585.69	18,060.00	0.00	24,519.72
05 704 0006	FFA	31,471.65	43,698.15	36,027.65	0.00	23,800.15
05 704 0007	FCCLA	20,940.40	5,228.05	4,324.66	0.00	20,037.01
05 704 0008	FBLA	5,395.34	6,292.43	6,268.39	0.00	5,371.30
05 704 0009	BAND	5,645.01	23,478.17	19,768.55	0.00	1,935.39
05 704 0011	NHS/STUCO	3.48	895.32	2,005.83	0.00	1,113.99
05 704 0014	FAMILY & CONSUMER SCIENCE	254.41	318.16	613.00	0.00	549.25
05 704 0015	AG SHOP	3,205.95	48.61	900.00	0.00	4,057.34
05 704 0017	ART	2,158.40	0.00	0.00	0.00	2,158.40
05 704 0018	CLOSE-UP	523.27	0.00	0.00	0.00	523.27
05 704 0019	FOREIGN LANGUAGE	2,468.26	445.61	445.60	0.00	2,468.25
05 704 0021	HIGH SCHOOL LIBRARY	1,457.02	0.00	0.00	0.00	1,457.02
05 704 0022	INDUSTRIAL TECH	698.63	1,058.80	1,686.00	0.00	1,325.83
05 704 0024	ONE-ACT	4,944.86	8,791.20	9,244.21	0.00	5,397.87
05 704 0025	PRINCIPAL'S ACCOUNT	1,198.99	2,738.26	2,003.47	0.00	464.20
05 704 0027	MILK MACHINE	2,667.08	835.50	888.00	0.00	2,719.58
05 704 0029	COF GRANT	1.21	0.00	0.00	0.00	1.21
05 704 0030	ELEMENTARY LIBRARY	1,361.67	0.00	0.00	0.00	1,361.67
05 704 0035	ELEMENTARY SCHOOL	7,281.25	4,090.81	3,760.46	0.00	6,950.90
05 704 0040	SPEECH	1,152.32	2,709.03	3,012.50	0.00	1,455.79
05 704 0045	BIOLOGY ACCOUNT	293.94	0.00	0.00	0.00	293.94
05 704 0047	TESTS	2,145.13	338.64	300.00	0.00	2,106.49
05 704 0048	OUTDOOR CLASSROOM PROJECT	7,767.97	29.70	0.00	0.00	7,738.27
05 704 0052	CLASS OF 2024	1,375.32	0.00	1,376.71	0.00	2,752.03
05 704 0053	CLASS OF 2025	90.00	0.00	1,212.01	0.00	1,302.01
05 704 0077	CLASS OF 2021	325.56	0.00	0.00	0.00	325.56
05 704 0078	CLASS OF 2022	1,024.27	0.00	300.00	0.00	1,324.27
05 704 0079	CLASS OF 2023	1,579.02	5,866.25	3,703.45	0.00	(563.78)
05 704 0080	MS STUDENT COUNCIL	2,953.72	846.67	1,879.50	0.00	3,986.55
05 704 0081	MS PRINCIPAL'S FUND	1,442.46	3,929.39	2,334.46	0.00	(152.47)
05 704 0082	MS LIBRARY	2,226.31	1,762.30	1,732.31	0.00	2,196.32
05 704 0084	MS MUSIC	2,186.07	0.00	0.00	0.00	2,186.07
05 704 0085	MS ART	55.07	0.00	0.00	0.00	55.07

ACTIVITY FUND BALANCE REPORT - SEPTEMBER 1 2021 TO APRIL 30 2022

Fund: 05	ACTIVITIES FUND	Chart of Account Number	Chart of Account Description	Beginning Balance	Expenses	Revenues	Balance Change	Balance
		05 704 0086	MS PACK	1,632.02	1,405.45	2,640.60	0.00	2,867.17
		05 704 0087	MS BAND	(337.87)	0.00	0.00	0.00	(337.87)
		05 704 0097	MABEL NEDZA SCHOLARSHIP FUND	112,274.24	1,500.00	771.00	0.00	111,545.24
		05 704 0098	CLEARING	4,993.41	0.00	0.00	0.00	4,993.41
		05 704 0099	INTEREST	6,370.65	0.00	38.61	0.00	6,409.26
			Fund Total: 05	311,975.46	264,003.82	262,649.60	0.00	300,621.24

BUILDING FUND RECAP

BEGINNING FISCAL BALANCE: (9-1-2021)

\$383,398.93

Reporting Period: April 1-30 2022

Y-T-D

RECEIPTS	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	TOTAL
Sink Fund-Co. Treas.	\$122,385.76	\$13,760.82	\$736.98	\$278.04	\$94,543.75	\$49,691.25	\$11,654.39	\$76,492.39	\$0.00	\$0.00	\$0.00	\$0.00	\$369,543.38
Interest	\$35.08	\$37.08	\$41.32	\$39.82	\$44.50	\$45.28	\$52.67	\$53.02	\$0.00	\$0.00	\$0.00	\$0.00	\$348.77
Interest on CD	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CD	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL	\$122,420.84	\$13,797.90	\$778.30	\$317.86	\$94,588.25	\$49,736.53	\$11,707.06	\$76,545.41	\$0.00	\$0.00	\$0.00	\$0.00	\$369,892.15

DISBURSEMENTS	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	TOTAL
Fillmore County Treasurer	\$0.00	\$0.00	\$4,900.21	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,900.21
Engineering Technologies Inc	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Genesis Contracting Group	\$46,745.85	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$46,745.85
34 Electric	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CD	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL	\$46,745.85	\$0.00	\$4,900.21	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$51,646.06

CURRENT YEAR-TO-DATE BALANCE:

\$701,645.02

Current Checking Balance

\$701,645.02

Current CD Balance

\$0.00

PREPARED BY: *Shirley E. Houser*

APPROVED BY: \_\_\_\_\_

DATE PREPARED: 5/2/2022

**Natural Gas**

	Elementary					Middle School					High School					Downtown Gym				
	17-18	18-19	19-20	20-21	21-22	17-18	18-19	19-20	20-21	21-22	17-18	18-19	19-20	20-21	21-22	17-18	18-19	19-20	20-21	21-22
Sept	\$72	\$19	\$100	\$33	\$180	\$190	\$19	\$188	\$189	\$1,896	\$169	\$92	\$175	\$158	\$3,748	\$123	\$39	\$118	\$109	\$782
Oct	\$81	\$89	\$92	\$0	\$24	\$186	\$371	\$197	\$0	\$110	\$191	\$201	\$206	\$0	\$644	\$124	\$140	\$116	\$0	\$88
Nov	\$120	\$100	\$91	\$99	\$0	\$209	\$223	\$183	\$615	\$0	\$254	\$202	\$301	\$1,172	\$0	\$146	\$137	\$96	\$248	\$0
Dec	\$112	\$142	\$66	\$115	\$52	\$250	\$657	\$640	\$813	\$306	\$476	\$1,665	\$1,257	\$1,831	\$258	\$157	\$344	\$256	\$335	\$170
Jan	\$765	(\$905)	\$10	\$108	\$108	\$291	-\$926	\$1,121	\$1,164	\$471	\$1,669	-\$1,485	\$2,112	\$2,564	\$234	\$715	-\$982	\$663	\$697	\$228
Feb	\$1,010	\$1,413	\$474	\$0	\$222	\$1,609	\$1,834	\$1,611	\$0	\$2,383	\$2,197	\$4,029	\$2,950	\$0	\$5,335	\$865	\$1,011	\$988	\$0	\$1,090
Mar	\$2,201	\$1,014	\$169	\$157	\$420	\$1,529	\$1,275	\$1,119	\$1,648	\$4,649	\$3,842	\$2,762	\$4,568	\$3,707	\$10,233	\$1,544	\$194	\$1,876	\$989	\$2,800
Apr	\$1,736	\$1,721	\$140	\$157	\$196	\$2,867	\$2,322	\$1,650	\$1,851	\$2,086	\$2,796	\$4,422	\$3,801	\$4,348	\$4,395	\$1,231	\$1,255	\$975	\$1,138	\$1,335
May	(\$333)	\$1,280	\$0	\$213	\$176	\$854	\$1,711	\$0	\$2,338	\$1,992	(\$190)	\$3,021	\$0	\$4,842	\$4,296	(\$56)	\$873	\$0	\$1,453	\$1,268
June	\$674	\$437	\$111	\$0	\$0	\$1,083	\$1,019	\$1,452	\$0	\$0	\$1,136	\$1,650	\$3,269	\$0	\$0	\$588	\$433	\$859	\$0	\$0
July	\$106	\$146	\$94	\$0	\$0	\$1,128	\$585	\$1,266	\$0	\$0	\$344	\$971	\$2,421	\$0	\$0	\$238	\$221	\$605	\$0	\$0
Aug	\$95	\$104	\$35	\$253	\$0	\$408	\$232	\$314	\$253	\$0	\$224	\$312	\$594	\$253	\$0	\$197	\$116	\$149	\$253	\$0
<b>Totals</b>	<b>\$6,639</b>	<b>\$5,560</b>	<b>\$1,382</b>	<b>\$1,135</b>	<b>\$1,378</b>	<b>\$10,604</b>	<b>\$9,322</b>	<b>\$9,741</b>	<b>\$8,871</b>	<b>\$13,893</b>	<b>\$13,108</b>	<b>\$17,842</b>	<b>\$21,654</b>	<b>\$18,875</b>	<b>\$29,143</b>	<b>\$5,872</b>	<b>\$3,781</b>	<b>\$6,701</b>	<b>\$5,222</b>	<b>\$7,761</b>
<b>Electricity</b>																				
<b>Elementary</b>																				
Sept	\$3,961	\$3,746	\$3,483	\$3,509	\$6,044	\$3,238	\$2,960	\$3,889	\$3,394	\$3,214	\$7,304	\$8,805	\$7,663	\$8,170	\$9,301	\$354	\$320	\$317	\$243	\$200
Oct	\$3,245	\$2,968	\$3,155	\$2,580	\$5,617	\$4,122	\$4,030	\$4,270	\$3,646	\$4,048	\$5,659	\$6,137	\$7,056	\$7,456	\$7,814	\$277	\$248	\$51	\$197	\$145
Nov	\$2,163	\$1,946	\$1,829	\$1,731	\$3,387	\$2,855	\$2,678	\$3,031	\$2,642	\$2,678	\$3,657	\$4,021	\$4,272	\$4,455	\$4,401	\$237	\$195	\$227	\$286	\$175
Dec	\$1,881	\$1,915	\$1,612	\$1,258	\$301	\$2,785	\$2,718	\$2,874	\$2,566	\$2,392	\$2,896	\$3,692	\$3,389	\$3,148	\$328	\$227	\$402	\$285	\$252	\$102
Jan	\$1,814	\$1,733	\$1,617	\$1,464	\$3,105	\$2,477	\$2,572	\$2,481	\$2,370	\$2,341	\$2,881	\$3,365	\$3,470	\$3,568	\$3,508	\$392	\$424	\$379	\$286	\$481
Feb	\$2,142	\$1,885	\$1,828	\$1,217	\$3,430	\$3,067	\$2,608	\$2,328	\$2,659	\$2,503	\$3,267	\$3,809	\$3,631	\$3,232	\$3,504	\$505	\$505	\$500	\$314	\$471
Mar	\$1,688	\$1,718	\$1,538	\$1,421	\$3,397	\$2,596	\$2,921	\$2,724	\$2,643	\$2,866	\$2,623	\$3,351	\$3,070	\$3,574	\$3,272	\$361	\$533	\$387	\$525	\$409
Apr	\$1,905	\$1,587	\$1,385	\$1,376	\$3,690	\$2,575	\$2,485	\$2,281	\$2,309	\$2,284	\$2,979	\$3,207	\$2,637	\$3,609	\$3,561	\$323	\$389	\$252	\$368	\$360
May	\$1,885	\$1,501	\$1,005	\$1,519	\$3,539	\$2,476	\$2,932	\$1,866	\$2,358	\$2,526	\$3,210	\$3,428	\$2,765	\$4,137	\$3,143	\$270	\$207	\$185	\$278	\$226
June	\$2,905	\$1,995	\$603	\$1,708	\$0	\$2,757	\$2,365	\$1,709	\$2,759	\$0	\$4,223	\$4,294	\$4,049	\$4,991	\$0	\$240	\$216	\$145	\$193	\$0
July	\$3,443	\$2,493	\$596	\$2,577	\$0	\$2,314	\$2,150	\$2,513	\$0	\$0	\$4,945	\$5,157	\$7,404	\$7,517	\$0	\$360	\$280	\$282	\$200	\$0
Aug	\$4,083	\$2,742	\$725	\$2,574	\$0	\$2,260	\$2,774	\$3,112	\$6,305	\$0	\$5,269	\$5,925	\$8,521	\$8,028	\$0	\$394	\$317	\$360	\$188	\$0
<b>Totals</b>	<b>\$31,115</b>	<b>\$26,229</b>	<b>\$19,376</b>	<b>\$22,934</b>	<b>\$32,510</b>	<b>\$33,522</b>	<b>\$33,193</b>	<b>\$33,078</b>	<b>\$33,651</b>	<b>\$24,852</b>	<b>\$48,913</b>	<b>\$55,391</b>	<b>\$57,927</b>	<b>\$61,885</b>	<b>\$38,832</b>	<b>\$3,940</b>	<b>\$4,036</b>	<b>\$3,370</b>	<b>\$3,330</b>	<b>\$2,569</b>

## Vehicle Transportation Report

### LARGE BUSES

		Odometer 04/1/2022	Odometer 05/1/2022	Miles Driven
Bus #1	Thomas (2012)	174,401	174,431	30
Bus #2	Thomas (2012)	153,712	153,713	1
Bus #6	International (2001)	132,995	132,995	0
Bus #7	Thomas (2015)	180,934	182,094	1,160
Bus #8	Thomas (2016)	140,389	142,992	2,603
Bus #9	Thomas (2020)	62,787	65,820	3,033
Bus #10	Thomas (2020)	41,529	43,343	1,814
Bus #11	Thomas (2022)	4,610	5,504	894
			Total	9,535

### SPECIAL EDUCATION VEHICLES

		Odometer 04/1/2022	Odometer 05/1/2022	Miles Driven
Mini-Bus #1	Thomas (2012)	123,821	124,876	1,055
Mini-Bus #2	Chevrolet (2016)	13,372	13,544	172
Suburban #2	Chevrolet (2004)	164,195	164,195	0
Grey Van	Chevrolet (2011)	107,731	109,036	1,305
			Total	2,532

### ACTIVITY VEHICLES

		Odometer 04/1/2022	Odometer 05/1/2022	Miles Driven
Suburban #3	Chevrolet (2016)	88,225	89,181	956
Suburban #4	Chevrolet (2016)	76,439	77,837	1,398
White Van	Chevrolet (2010)	124,057	124,820	763
			Total	3,117

### MAINTENANCE VEHICLES

		Odometer 04/1/2022	Odometer 05/1/2022	Miles Driven
Van 100	Ford (1999) Elementary	169,423	169,542	119
Van 101	Ford (1998) High School	133,863	133,863	0
Van 102	Dodge (1998) Middle School	86,654	86,654	0
Pickup	Chevrolet (2013) Grounds	100,946	101,162	216
			Total	335

GENERAL FUND CLAIMS FOR MAY 16 2022

APPLE INC	HARDWARE	42,956.00
BIO CORPORATION	SUPPLIES	46.40
C & M SUPPLY INC	FUEL	1,617.81
CASEY, AMANDA	MILEAGE	313.88
CITY OF GENEVA	WATER/SEWER	1,105.25
DAS STATE ACCOUNTING - CENTRAL FINANCE	SERVICES	259.49
EAKES OFFICE SOLUTIONS	SUPPLIES	4,870.88
EARTH'S BIRTHDAY PROJECT INC	SUPPLIES	80.75
EDUCATIONAL SERVICE UNIT #6	SERVICES/REGISTRATIONS	444.99
EMC INSURANCE COMPANIES	LIABILITY/PROPERTY INSURANCE	8,320.28
FARMERS COOPERATIVE	SUPPLIES	21.57
FCPS EMPLOYEE BENEFIT FUND	PAYFLEX ADMINISTRATIVE FEES	100.00
FCPS FUND	GENERAL FUND REIMBURSEMENT	3,059.04
FILLMORE COUNTY HOSPITAL	SERVICES	2,916.67
GENEVA HOME CENTER	SUPPLIES	65.70
GENEVA SUPER FOODS	SUPPLIES	139.45
GENEVA TIRE PROS	SERVICES	536.71
GENEVA WELDING & SUPPLY INC	SUPPLIES	47.50
GLENWOOD TELECOMMUNICATIONS INC	SERVICES	59.95
GRAND ISLAND PHYSICAL THERAPY	SERVICES	35,301.09
HOMEDEPOT PRO, THE	SUPPLIES	1,273.52
HOMETOWN LEASING	COPIER LEASE	1,478.46
JJ BERNIKLAU ED SOLUTIONS TEAM	SERVICES	28,150.40
JONES SCHOOL SUPPLY INC	SUPPLIES	401.58
JW PEPPER & SON INC	SUPPLIES	163.01
KSB SCHOOL LAW	SERVICES	357.50
LEE ENTERPRISES ADVERTISING	ADVERTISING	679.31
LICHTI OIL	FUEL	5,297.69
MASTERCARD CENTER	SUPPLIES/LODGING	2,444.76
MID-AMERICAN RESEARCH CHEMICAL	SUPPLIES	593.50
MIDWEST SPECIAL SERVICES INC	SERVICES	974.40
NEBRASKA AGRICULTURAL ED ASSOC	MEMBERSHIP	235.00
NEBRASKA PUBLIC POWER DISTRICT	ELECTRICITY	6,961.85
NEBRASKA SIGNAL	ADVERTISING	127.56
NICKS FARM STORE	SUPPLIES	197.70
NSAA	ACTIVITIES REGISTRATION	1,320.00
OLIVA AUDIO VISUAL REPAIR	SERVICES	188.23
PROTEX CENTRAL INC	SERVICES	357.31
SCHWARZ, JEFF	MILEAGE	275.48
SFM	WORKMANS COMP INSURANCE	2,062.00
SPORTS FACILITY MAINTENANCE LLC	SERVICES	4,769.00
SYMMETRY ENERGY SOLUTIONS LLC	FUEL	8,299.38
TAYLOR LAWN SPRINKLERS LLC	SERVICES	1,014.30
THEOBALD, RYUN	MILEAGE	146.47
TIME MANAGEMENT SYSTEMS INC	SERVICES	186.00
UNITE PRIVATE NETWORKS LLC	SERVICES	1,261.68
VELEBA, AARON	SUPPLIES	48.59
VILLAGE OF FAIRMONT	UTILITIES	2,840.69
VOLT ATHLETICS INC	SERVICES	2,400.00
VVS CANTEEN	SUPPLIES	236.55
WALSWORTH PUBLISHING CO	SUPPLIES	4,050.00
WASTE CONNECTIONS OF NEBRASKA INC	SERVICES	1,436.12
WEAVER PHARMACY	SUPPLIES	12.63
WILLIAM V MACGILL & CO	SUPPLIES	72.45
WILSON, AMBER	MILEAGE	515.66
WOODWARD'S DISPOSAL SERVICE INC	SERVICES	75.00

Fund Total:

183,167.19

**FILLMORE CENTRAL ELEMENTARY**  
**2022 - 2023**  
**PARENT – STUDENT HANDBOOK**



**Our Mission: To provide all students the opportunity and support to achieve excellence, develop responsibility, and become life-long learners.**

School Song

Fillmore Central High School; to the Panthers we'll be true!  
Fillmore Central High School; our loyalty's with you.  
Silver, Black and Purple; reign supreme and true.  
We are making history, marching on to victory!  
V-I-C-T-O-R-Y, Victory is our battle cry.  
P-A-N-T-H-E-R, Panther spirit will never die!

School Colors

Black, Silver, and Purple

School Mascot

Panthers

225 North 17<sup>th</sup>  
Geneva, NE 68361  
Phone: (402)759-3184 Fax: (402)759-3110

This handbook is intended to provide general information about the operation, practices, and procedures of the school district. It also sets forth the rules and regulations of the school and the behavioral standards for students. The student handbook does not form a contract, and the Board of Education may change the rules, regulations, or handbook provisions at any time.

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## STAFF DIRECTORY

**Phone: 759-3184**

**Fax: 759-3110**

<b>Staff</b>	<b>Job Title</b>	<b>E-mail address</b>
Josh Cumpston	Superintendent of Schools	josh.cumpston@fillmorecentral.org
Aaron Veleba	Elementary Principal	aaron.veleba@fillmorecentral.org
Becky Adkisson	Guidance Counselor	becky.adkisson@fillmorecentral.org
Peg Ward	Elementary Secretary	peg.ward@fillmorecentral.org
Melissa Myers	Kindergarten A	melissa.myers@fillmorecentral.org
Kristin Nun	Kindergarten B	kris.nun@fillmorecentral.org
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	Grade 1B	@fillmorecentral.org
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Joni Karcher	Resource	joni.karcher@fillmorecentral.org
Mariah Hedden	Resource	mariah.hedden@fillmorecentral.org
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Gabriel Eberhardt	PE	gabriel.eberhardt@fillmorecentral.org
Jeff Schwarz	Music	jeff.schwarz@fillmorecentral.org
Jill Shipley	Art	jill.shipley@fillmorecentral.org
Jacey Wit	Media/Technology	jacey.wit@fillmorecentral.org
Megan Kennedy	Language Resource	megan.kennedy@esu6.org
Barb Koca	Para-Educator	barb.koca@fillmorecentral.org
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Jill McCoy	Para-Educator	jill.mccoy@fillmorecentral.org
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Amy Rust	Para-Educator/Health Para	amy.rust@fillmorecentral.org
Genevieve Korbeklik	Para-Educator	genevieve.korbeklik@fillmorecentral.org
Victoria Stassines	Para-Educator	victoria.stassines@fillmorecentral.org
	Head Custodian	@fillmorecentral.org
	Custodian	@fillmorecentral.org

### **Fillmore Central Board of Education**

Chad Engle	Christin Lovegrove	Shaun Farmer
Scott Schelkopf	Doug Gergen	Whitney Peppard

### **T.Y.K.E. Teaching Staff**

Shauna O'Brien	TYKE Teacher	shaunna.obrien@esu6.org
Jodi Fintel	TYKE Teacher	jodi.fintel@esu6.org
Holli Lovegrove	SUCCESS/TYKE Administrator	holli.lovegrove@esu6.org
Beth Lightwine	Secretary	beth.lightwine@esu6.org

### **SUCCESS Teaching Staff**

Kaela Lockhart	SUCCESS 1 & 2 Teacher	kaela.lockhart@esu6.org
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## **WELCOME.....**

Dear Parents / Guardians and Students:

Welcome to the beginning of a new and exciting school year! We look forward to working with you and your child to provide an educational experience that meets the needs of each child. This handbook has been prepared in order to provide you with an easy reference to pertinent information and to share the expectations of the school with parents and students. Please review this handbook with your child (ren) throughout the year in order to help alleviate potential misunderstandings.

This handbook cannot cover every situation that may arise during the year; therefore, the school may have to rely on individual discretion for certain instances.

A successful educational experience for children may best be accomplished through the cooperative efforts of the home and school. Please feel free to contact us whenever questions may arise.

## **MISSION STATEMENT OF FILLMORE CENTRAL PUBLIC SCHOOL**

The mission of Fillmore Central Public School is to provide all students the opportunity and support to achieve excellence, develop responsibility, and become life-long learners.

## **ELEMENTARY SCHOOL DAY SCHEDULE**

<b>7:30</b>	Staff is on duty and breakfast is served
<b>8:05</b>	The first bell rings, children enter classrooms
<b>8:10</b>	Tardy bell rings, classes begin
<b>3:05</b>	School dismisses
<b>3:45</b>	Staff is off duty and office closes

## **SCHOOL CLOSING**

The decision to close schools due to extreme weather is normally made prior to 6 a.m. The school will make an automated phone call, or you may also listen to one of these area TV or Radio stations on mornings the weather is inclement:

- **KOLN TV CHANNEL 10 LINCOLN**
- **KHAS TV CHANNEL 5 HASTINGS**
- **KAWL YORK RADIO 1370**
- **KZ100 CENTRAL CITY**

## **BUS TRANSPORTATION**

Please contact Chad Gaston, the Fillmore Central Public Schools transportation coordinator, if you have questions about bus transportation at 759 – 3632. Shuttle routes between Fairmont and Geneva will transport students between towns. A morning shuttle departs from Fairmont to Geneva at 7:25 a.m. An after school shuttle departs from Geneva to Fairmont at 3:05 p.m.

## **ENTRANCE TO FILLMORE CENTRAL PUBLIC SCHOOLS**

The State of Nebraska and the Fillmore Central Board of Education each have specific required information that each student must submit prior to the initial entrance of a Fillmore Central Public School:

- Birth Certificate
- Written evidence of a health examination by a qualified physician and administered within six months prior to entrance. This includes all incoming kindergarteners and all students transferring from out of state
- A record of immunization as determined by state law and the Nebraska Department of Health regulations
- Prior school records and grades, when applicable

- A copy of Court Order of Guardianship if child is not with legal parent
- Upon entering the Fillmore Central Schools, parents and students will be given forms and a Student Handbook. The forms should be returned to the school upon the requested date.
- This handbook outlines the policies and procedures of the district.
- In addition, these student services are offered: Title 1, Free and Reduced lunch, Transportation, Speech and Language, Resource, Vision, Occupational Therapy, and Physical Therapy.

## **ACADEMICS**

### **MULTICULTURAL EDUCATION PHILOSOPHY**

It is the philosophy of the district as well as the mission of the district to provide learning experiences for students to obtain knowledge about and respect for the diversity and commonalities of the cultures, histories, and contributions of Americans, European Americans, African Americans, Hispanic Americans, Native Americans, and Asian Americans and to adequately stress the contributions of all ethnic groups.

### **GUIDANCE**

It is the belief of the Fillmore Central Public School that the function of the guidance program is to assist the student in obtaining the maximum benefit from his/her school experience. Counseling is the primary guidance service. It is a student - counselor relationship in which the student has the freedom to express his/her ideas and feelings. Students are encouraged to use the guidance counselor as a resource.

Counseling seeks to help students assume responsibility for making plans and decisions. The counselor gathers and organizes information about students from conferences with parents, teachers, students, grades, standardized test scores, and information forms.

### **SPECIAL EDUCATION IDENTIFICATION**

All children with disabilities, including children with disabilities attending nonpublic schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are eligible for these services.

### **PROMOTION and RETENTION**

Judgments about promotion from grade level to grade level, or retention of a student for a grade level will be based upon a joint collaboration between the professional educators of our school system and student families. When a student is having difficulties and is being considered for the possibility of retention, parents will be notified. The decision regarding retention of a student will be determined after a conference with the principal, parents, teacher(s), and/or counselor. If a mutual decision cannot be reached, the principal shall render a decision on or before the end of the school year. (An appeal of the principal's decision may be made by the parents to the Superintendent of schools with-in five school days of the principal's decision date and a hearing on the matter will be set.)

### **REPORT CARDS**

Report cards are sent home at the end of each quarter.

### **MID-QUARTER REPORTS**

Mid-quarter reports will be sent home with your child about 1/2 way through each quarter of the school year. However, in the 3<sup>rd</sup> and 4<sup>th</sup> quarter, for grades "K" - 2, only those students achieving below expectations will receive a report.

### **PARENT – TEACHER CONFERENCES**

Parent - teacher conferences are an important component of an effective partnership between home and school. Conferences are scheduled at the conclusion of the first quarter of the school year, and again at the conclusion of the third quarter of the school year. Parents are encouraged to attend both conferences. Participation in your child's education sends a positive message to your child(ren).

### **MISSED WORK ASSIGNMENT POLICY**

Students who are absent will have three school days (including the day they return) to complete any summative or formative tasks missed during their absence.

### **PLANNED VACATION OR TRIP**

Vacations or trips planned when school is in session are discouraged. When unavoidable, please inform your child's classroom teacher at least a week in advance and arrange for make-up work to be done prior to leaving.

### **INCOMPLETE WORK**

Failure to complete work within three days of an absence will result in an 'incomplete' being recorded into the student-data information system for each unfinished summative task; additionally, students will forfeit the right to any retake for each 'incomplete' summative item. The building principal may make exceptions where deemed appropriate (such as lengthy absences due to illness). Students who know they will be absent are encouraged to make up work before they leave. Late work cannot be accepted after the end of a quarter.

### **GRADING SCALE**

The 3<sup>rd</sup> and 4<sup>th</sup> grade classes will use the following grading scale. These classes will also follow the parameters set forth in the Grading For Learning policy.

<b>A+ = 97% - 100%</b>	<b>A = 93% - 96%</b>
<b>B+ = 89% - 92%</b>	<b>B = 85% - 88%</b>
<b>C+ = 81% - 84%</b>	<b>C = 77% - 80%</b>
<b>D+ = 73% - 76%</b>	<b>D = 69% - 72%</b>
<b>F = 0% - 68%</b>	

The following grading scale is used in K – 2<sup>nd</sup> grade.

**“E” Excellent      “S” Satisfactory      “I” Improving      “N” Needs Improvement**

## **ARRIVAL AND DISMISSAL**

### **ELEMENTARY STUDENTS AT THE MIDDLE SCHOOL**

Supervision for elementary students who ride the shuttle bus from Fairmont to Geneva is provided at the middle school beginning at 7:15 a.m. The west doors of the Middle School are open at that time. The bus leaves for Geneva at 7:25 a.m. Supervision is again provided at the end of the school day for elementary students who ride the shuttle bus from Geneva to Fairmont. This supervision is also provided at the west doors of the middle school until 3:30 p.m.

### **ARRIVING AT SCHOOL**

The school day begins at 8:05 a.m. The tardy bell rings at 8:10 a.m. Breakfast is served from 7:30 – 8:00. Students should arrive no earlier than 7:30 a.m. Supervision is provided beginning at 7:30 a.m.

1. Parents/Guardians can accompany their child to morning waiting areas by checking in at the office.
2. Students arriving between 7:55 – 8:05:  
    “K”                      Report to the art room  
    1st Grade              Report to the gym  
    2nd Grade              Report to the music room  
    3rd – 4th Grades      Report to the lunchroom
3. Students arriving at school between 7:30 – 7:50 will wait in the cafeteria and transition to grade level waiting areas at 7:50. Students can bring toys for this time (no electronics or trading cards).
4. Students are not allowed to wait for the 8:05 “bell” anywhere outside the building unless they are supervised by their parent/guardian.

5. Students should cross streets using the marked crosswalks.
6. Parents should instruct their children to cross the streets at corners and not to cross or ride bikes/scooters in the middle of a block or street.
7. Bikes/scooters should be parked in the bike racks and locked. Bikes/scooters are not to be ridden on the sidewalk while school is being dismissed.
8. Parents are to park in a marked parking area when waiting to pick up your child. Parents are not to park in a handicapped zone, even for a short time.

### **DISMISSAL PROCEDURES**

1. Students will exit the building, at dismissal time, from the door nearest their classroom.
2. Staff provide supervision of students for 5-10 minutes after dismissal each day. Occasionally there is street crossing supervision at the Northwest corner of the school, and supervision at the intersection of 17<sup>th</sup> and "H" streets. Supervision is also provided at the front doors for "K" students, and 1<sup>st</sup> grade students are supervised while being escorted from the East side of the building to the South side of the building. Staff receive no training regarding safely crossing a street. Volunteers, also with no training, occasionally provide supervision as a crossing guard at the intersection of 17<sup>th</sup> and "H."
3. Students remaining on school property after 10 minutes are escorted into the elementary building to make a phone call or wait for their ride. Students are asked to remain in the building, near the front door until their ride arrives. They are expected to say "good-bye" to an adult in the office, usually the secretary, when their ride arrives.
4. Students who ride the bus each day will be supervised until the bus arrives (usually around 3:40).

### **"PLANNED" EARLY DISMISSAL PROCEDURES**

1. Students who usually walk or bike home, ride the bus, or have a parent/sibling/friend pick them up after school each day, as indicated on the registration form, will do the same when there is a planned early dismissal.
2. It is the parent/guardian's duty to instruct the office or classroom teacher, in writing, by phone call, or by e-mail, if your child's usual after school plan will differ when there is a planned early dismissal.

### **"UNPLANNED" EARLY DISMISSAL**

In the event of an unplanned early dismissal, contact with a parent/guardian/caregiver will be made before a student is allowed to leave. Staff are required to know the plan for each child, when an unplanned early dismissal takes place.

## **PARENT INVOLVEMENT**

When parents take an active role in their child's education, children have a greater probability to reach their potential as a student. Being an active participant in your child's education can mean, taking an interest in what they are learning about in school, talking to them about school in a positive way, keeping in contact with your child's teacher, and helping your child develop good study habits.

### **HOME/SCHOOL COMMUNICATION:**

When you have information to share, a question that needs answered, or a problem that needs to be resolved, please feel free to contact your child's teacher or other school personnel. Please communicate with the person most directly involved. If a problem has not been resolved by direct communication with a staff member, please contact the immediate supervisor of the staff member you spoke to first. We believe questions can be answered completely and problems resolved sooner if we communicate in this manner.

### **ELEMENTARY PARENT ADVISORY COMMITTEE (E.P.A.C.)**

All parents of students enrolled at the Fillmore Central Elementary School are encouraged to be an active member of the Elementary Parent Advisory Committee. This committee meets on the last Monday night in August, November, and March. Meetings last less than 1 hour. EPAC provides support for the school and its students in a positive way by fundraising and sharing information.

### **POWERSCHOOL ACCESS**

We are pleased to offer you the option of accessing information regarding your student's grades, lunch account, and attendance via the internet. To access your student's data, you will need the following information:

1. Website Address: [ps.fillmorecentral.org/public](http://ps.fillmorecentral.org/public)
2. Your child's confidential USER ID (Please call the school if you have forgotten your child's ID)
3. Your child's confidential PASSWORD (Please call the school if you have forgotten your child's ID)

Please note that the log-in ID and password are a combination of letters and numbers. Sometimes it is difficult to tell the difference between a zero and the letter "O". Generally, the zero, "0", is more narrow than the "O."

You may view your child's information at any time from any computer with internet access. Please keep your password confidential so only you can access the information. The office will update information within a reasonable period of time.

**Please note: Kindergarten, first and second grade grades will not be viewable on the internet until the end of a quarter.**

If you forgot your child's USER ID and/or PASSWORD, you will need to stop by the office (elementary, middle school, or high school) in person, or have the information mailed to you. You may call Peg Ward at 759-3184 for more information about ID's and PASSWORD's.

## **SCHOOL LUNCH AND BREAKFAST PROGRAM**

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age or disability. School breakfast will be served in the cafeteria from 7:30 a.m. – 8:05 a.m.

### **USDA NONDISCRIMINATION POLICY**

**For all other FNS nutrition assistance programs, State or local agencies, and their Sub recipients, must post the following Nondiscrimination Statement:**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800)877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_clist.html](http://www.ascr.usda.gov/complaint_filing_clist.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:(1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW Washington, D.C. 20250-9410; (2) fax: [\(202\) 690-7442](tel:2026907442); or (3) email: [program.intake@Ceusda.gov](mailto:program.intake@Ceusda.gov).

This institution is an equal opportunity provider.

Additional Milk: \$0.50 (Milk breaks are offered to students in grades K-1)

**PLEASE PAY FOR MEALS AND MILK IN ADVANCE. CHARGING IS PROHIBITED.**

## **SCHOOL FEES / GENERAL SCHOOL SUPPLIES**

Fillmore Central Public Schools has a student fees policy that allows for the collection of fees for various classes and extra-curricular activities. A list of fees is available from the building principal. Students who qualify for free or reduced lunch according to the federal hot lunch program guidelines may apply for a waiver of certain fees. These include fees for 1.) participation in extra-curricular activities, 2.) materials for course projects, 3.) spectator admission fees, 4.) and use of musical instruments. Fee waiver applications may be obtained from the principal's office and must be submitted prior to the start of the activity/ class for which the fee is being applied.

Fillmore Central is providing all required supplies needed in the classroom for all students. This commitment ensures every student is equally equipped to be successful.

## **STUDENT ATTENDANCE**

Fillmore Central Elementary has taken steps to ensure the accounting and safety of all students. In order to accomplish this we must have the support of the home. Therefore...

1. **The day of the absence, parents are to contact the school at 759 - 3184. Inform the office of the nature of the absence, and how long they anticipate their child to be out of school.**
2. These calls should be made between 7:30a.m. and 8:45 a.m. so we can check on the safety and whereabouts of our students.
3. The school will contact parents at numbers listed on the registration form, i.e. home phone number, work numbers, and emergency numbers when prior notification has not been received.
4. If homes do not have phones, it still becomes the parent's responsibility to notify the school of the absence.
5. When parental/guardian or emergency contact for the phone numbers listed on the registration form cannot be made, the school will contact the Fillmore County Sheriff's Office to do a Wellness Check at the child's residence.
6. Students who want to leave at any time during the day must have permission from their parents. This permission may be obtained by parent phone call or by parent note. Any other requests will be denied.
7. **Compulsory Attendance Law:** Any child who will reach six (6) years of age on or after January 1<sup>st</sup> of the then current school year is required to attend school.

### **ATTENDANCE POLICY and PROVISIONS**

School is a full time job; therefore, students are expected to be in attendance for all classes throughout the year. **Students who are absent from school lose out on valuable explanations of material, interaction with their teachers and peers, and often perform at a level below their potential.**

NE Statute 79-209 and FCPS Board Policy #5100 states that a student who accumulates more than five (5) unexcused absences per semester or more than twenty (20) absences, including at least one (1) unexcused absence, in a school year the student is deemed to be "excessively absent".

FCPS Board Policy #5100 requires that in a case where a student has accumulated five(5) days of unexcused absences in a semester, or the hourly equivalent, the parent/guardian will be contacted concerning absences from the principal or his designee.

In any case where a student has accumulated twenty(20) days of absenteeism in a school year, and any of those absences are by choice (unexcused), then the building principal or his designee shall initiate a series of events to determine if a case of truancy or excessive absenteeism exists. Such a process must include a meeting held between school officials and a parent/guardian of the student. If the determination is made that a case of truancy or excessive absenteeism exists then the building principal or his designee will attempt to work with the student and their family to bring about an acceptable resolution to the problem. In cases where a student's attendance continues to be an issue beyond the attempted resolution of the problem, the building principal or his designee shall notify the county attorney's office and request that the issue be investigated. Absences due to Verified Placement may be excluded from this calculation.

**EXCUSED:** Absences with prior approval of the principal are considered excused. All absences, except for illness and/or death in the family, require advance approval.

**UNEXCUSED:** Absences by choice are when a decision is made to miss school when it is not necessary, even if those absences are approved by a parent/guardian. Such absences will be recorded as Unexcused by the principal's office.

**TARDY / EARLY DISMISSAL:** The tardy bell rings at 8:10. Students are considered tardy until 9:10. Students are considered tardy if they are not in their assigned classrooms when class begins at 8:10 a.m. Students leaving between 2:05 and 3:05 are considered "early dismissed." Beyond tardy and early dismissal, any other absence (5 minutes, 15 minutes, an hour, etc.) will count as a 1/2 day or full day absent.

## **INTERNET AND COMPUTER USE**

### **FILLMORE CENTRAL ACCEPTABLE USE OF COMPUTERS AND NETWORKS POLICY**

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

1. Definitions. Key terms are as defined in CIPA. "Inappropriate material" for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
2. Access to Inappropriate Material. To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.
3. Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as

required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

4. Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent's designees.
5. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyber bullying awareness and response.
6. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.

A. Computer Acceptable Use Policy

This computer acceptable use policy is supplemental to the District's Internet Safety Policy.

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources of the District or made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.
2. Access and User Agreements. Use of the District technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others to sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the District shall inform the Superintendent or designee in writing if they do not want their child to have access.

The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy.

The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.

3. Acceptable Uses. The technology resources are to be used for the limited purpose of advancing the District's mission. The technology resources are to be used, in general, for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.
4. Unacceptable Uses.  
The following are unacceptable uses of the technology resources:
  - a. **Personal Gain:** Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.
  - b. **Personal Matters:** Technology resources shall not be used, and no person shall authorize its use, for personal matters.

Occasional use that the Superintendent or designee determines to ultimately facilitate

the mission of the District is not prohibited by this provision. Examples of occasional use that may be determined to ultimately facilitate the mission of the District: sending an e-mail to a minor child or spouse; sending an e-mail related to a community group in which an employee is a member where the membership in the community group facilitates the District's mission.

This occasional use exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play games or surf the net for purposes not directly related to their job during duty time; nor may students do so during instructional time.

The occasional use exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for non-school use; or sending an e-mail related to one's own private consulting business.

- c. Campaigning: Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
- d. Technology-Related Limitations: Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation,
  - 1. Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
  - 2. Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.
  - 3. Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
  - 4. Users shall not engage in "hacking" to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
  - 5. Users shall not copy, change, or transfer any software without permission from the network administrators.
  - 6. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
  - 7. Users shall not engage in any form of vandalism of the technology resources.
  - 8. Users shall follow the generally accepted rules of network etiquette. The Superintendent or designees may further define such rules.
- e. Other Policies and Laws: Technology resources shall not be used for any purpose contrary to any District policy, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology resources may not be used:
  - 1. To access any material contrary to the Internet Safety Policy; or to create or generate any such material.
  - 2. To engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
  - 3. To engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails that may imply that the District is supportive of a particular religion or religious belief system, a

political candidate or issue, or a controversial issue; or sending e-mails that divulge protected confidential student information to unauthorized persons.

4. To engage in or promote violations of student conduct rules.
  5. To engage in illegal activity, such as gambling.
  6. In a manner contrary to copyright laws.
  7. In a manner contrary to software licenses.
5. **Disclaimer.** The technology resources are supplied on an “as is, as available” basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error free. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.
6. **Filter.** A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.

Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.

The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Superintendent. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

7. **Monitoring.** Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District’s computers or Internet system. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent’s designees.
8. **Sanctions.** Violation of the policies and procedures concerning the use of the District technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

## **STUDENT RIGHTS, CONDUCT, RULES, and REGULATIONS**

### **DISCIPLINE POLICIES**

The basis for an education is to prepare the student for the demands of the adult world. The rules and standards of student conduct contained herein are intended to provide notice to students as to the conduct prescribed or required of them and of the responsibilities of the students in the Fillmore Central Public School System. Students are required to conduct themselves in a respectable manner, be considerate of other pupils’ rights and make the best use of the opportunities available. Permission to remain in class is based on appropriate behavior. Attendance ends as soon as the pupil exhibits an unwillingness to observe the regulations of the particular class.

The rules and standards in this section apply to all school buildings or any school ground during, immediately before, or immediately after school hours. They also apply to any school-sponsored function or event whether on or off school grounds. This section does not define all aspects of student conduct; however, the Board of Education has the responsibility to set forth policies, rules, and regulations to help students conduct themselves in a proper manner as reasonably good citizens of the school community.

### **DISCIPLINE PHILOSOPHY**

It is the intent of the district's discipline philosophy to provide clearly stated expectations, be consistent, use logical consequences when possible, and communicate with parents. Teachers are encouraged to contact parents when problems arise. Likewise, parents are encouraged to maintain this two-way communication.

### **STUDENT CONDUCT**

Students have an opportunity to learn by sharing some of the responsibility for creating a good learning environment. To help maintain a quality instructional environment for all students attending Fillmore Central Public School, all students are expected to refrain from the following conduct.

### **BULLYING**

Fillmore Central Elementary School prohibits bullying by staff and students of any person in the school, not merely students. Fillmore Central Elementary School Definition: Bullying involves: a desire to hurt or humiliate + actions or words that hurt or humiliate + a power imbalance + repetition (typically) + an unjust use of power + a sense of being oppressed on the part of the target + gratification by the aggressor.

Examples include but are not limited to: Persistent, unwanted joking and teasing; Name calling; Unwanted comments; Disrespect for another person's property; Leaving people out of activities (isolating, excluding, rejecting); Threatening people; Gossip and/or rumors; Making people do things they don't want to do; Rating or Ranking of personal characteristics. Punishment may include in or out of school suspension or expulsion.

### **SEXUAL HARASSMENT**

It is the policy of the Fillmore Central Elementary School to prohibit sexual harassment by students of any person in the school, not merely other students. It is a violation of this policy for any student to harass any person in the school by making any unwelcome verbal or physical sexual advances, requests for sexual favors, or other inappropriate verbal or physical conduct.

Activities prescribed by the adoption of this policy include, but are not limited to, verbal harassment or abuse, pressure of any type of sexual activity, remarks of a sexually demeaning implication, and unwelcome touching. Additional examples could include such behavior as leering, joking, offensive remarks, which are not directed specifically at the person who feels harassed.

Sexual harassment is a punishable offense. Punishment may include in or out of school suspension or expulsion. Federal and Nebraska School Law make sexual harassment illegal.

### **WHAT SHOULD YOU DO IF YOU ARE SEXUALLY HARASSED?**

1. Tell the harasser to stop! Misunderstandings happen, so the first step in stopping sexual harassment is to tell the person to stop! Say it clearly and firmly, "I didn't like what you did/said. I want you to stop!"
2. If he/she stops, it's probably not sexual harassment.
3. If he/she keeps doing it/saying it, it's probably sexual harassment.

If the harassment continues:

1. Talk to your friends. It will help you feel better and prevents misunderstandings.
2. Write down everything that happened! Include where it happened, when and who was there.
3. Avoid being alone with the harasser.
4. Report the incident to an adult. A parent, a trusted teacher, principal or school counselor can help you

- plan what to do next.
5. Have parents contact the principal. Parents may want to file a formal complaint if the harassment continues.

## **FORMS OF SCHOOL DISCIPLINE**

### **EXCLUSION, SUSPENSION & EXPULSION**

Student behavior in (School District #25) *Fillmore Central Public School* is based on respect and consideration for the rights of others. Students have a responsibility to know and abide by the rules and regulations of the school. Students are expected to respect the rights of others and no student shall be permitted to interfere with the work of the school or the learning opportunities of other students.

### **EMERGENCY EXCLUSION**

A student may be excluded from school in the following circumstances by the principal or superintendent or person authorized by the superintendent of schools:

1. If the student has a dangerous communicable disease transmittable through normal school contacts that poses an imminent threat to the health or the safety of the school community; or
2. If the student's conduct presents a clear threat to the physical safety of others or is so extremely disruptive as to make the student's temporary removal necessary to preserve the rights of other students to pursue an education.

Such exclusion shall be initiated as a short term suspension (up to five days) and may be extended for a period of time of up to twenty (20) should the threat to others remain as per the discretionary decision of the principal.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last not longer than necessary to avoid the dangers described above.

### **SHORT TERM SUSPENSION**

The principal, superintendent or other individual from time to time designated to have such authority by the superintendent of schools may deny a student the right to attend school or take part in any school functions for a period of up to five school days on the following grounds:

1. Conduct constituting grounds for suspension or expulsion as hereinafter set forth; or
2. Other violations of rules and standards of behavior delineated in the school handbooks and adopted by the Board of Education.

### **SHORT TERM SUSPENSION PROCEDURES**

1. The principal considering the short-term suspension shall make a judgement based on the facts of the circumstance. In addition, such short-term suspension shall be made 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 shall be given oral or written notice of the charge against the student. The student shall be advised of what the student is accused of having done, and the basis of the accusation, and an explanation of the evidence the authorities have.
3. The student shall be afforded an opportunity to explain the student's version of the facts to the principal.
4. Within 24 hours or such additional time as is reasonably necessary following the suspension, the principal shall send a written statement to the student, student's parents, or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.

5. An opportunity shall be afforded to the student, parents or guardian of the student to confer with the principal to work out a solution to the problem prior to returning to school. The principal shall determine who shall attend the conference in addition to the student and parents/guardians.

#### **LONG TERM SUSPENSION**

Long Term Suspension shall mean the exclusion of a student from attending school for a period exceeding five school days but less than 20 school days.

#### **EXPULSION**

Expulsion shall mean exclusion from attending school for a period not to exceed the remainder of the semester.

#### **GROUND FOR SHORT TERM OR LONG TERM SUSPENSION, EXPULSION, EXCLUSION**

The following types of student conduct shall constitute grounds for suspension and a long-term suspension, and expulsion, when such activity occurs on school grounds or during an educational activity off school grounds.

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes.
2. Sexual assaulting or attempting to sexually assault any student or any school employee.
3. Willfully causing or attempting to cause substantial damage to private or school property of small value.
4. Cause or attempting to cause physical injury to a school employee or to any student.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from such student.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon.
7. Engaging in the unlawful selling, using, possessing or dispensing of alcoholic beverages, tobacco, narcotics, drugs, controlled substance, inhalant or being under the influence of any of the above; or possession of drug paraphernalia.
8. Engaging in the selling, using, possessing, or dispensing of material represented to be alcoholic beverages, tobacco, narcotics, drugs, controlled substances or inhalant.
9. The use of language which is profane or abusive to students or staff members.
10. Public indecency as defined in Nebraska statutes, except that this subdivision shall apply only to students at least twelve years of age but less than nineteen years of age.
11. Repeated violation of any of the rules adopted by the school district or the school.
12. Engaging in any unlawful activity as determined by the United States or the State of Nebraska.
13. Dressing in a manner wherein such dress is dangerous to the student's health and safety or to the health and safety of others or is distracting or indecent to the extent that it interferes with the learning and teaching process.
14. Willfully violating the behavioral expectations for those students riding (District #25) *Fillmore Central Public School* buses.

#### **DUE PROCESS PROCEDURES FOR LONG-TERM SUSPENSION OR EXPULSION**

The following procedures shall be followed with regard to any long term suspension or expulsion.

1. The principal shall prepare a written summary of the alleged violation and the evidence supporting the alleged violation with the superintendent.
2. If the superintendent deems further action appropriate, said party shall either send by registered or certified mail or by personal service the student and the student's parents or guardian a written notice within two school days of the date of the decision. Said notice shall include the following:
  - 2.1 The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long term suspension or expulsion including a summary of the evidence to be presented against the student as submitted by the principal.

- 2.2 The penalties to which the student may be subjected and the penalty which the principal has recommended in the charge.
  - 2.3 A statement explaining the student's right to a hearing upon request on the specified charges.
  - 2.4 A description of the hearing procedures provided by these policies along with procedures for appealing any decision rendered at the hearing.
  - 2.5 A statement that the administrative representative, legal counsel for school, the student, the student's parents, or the student's representative or guardian shall have the right to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct, and the right to know the identity of the witnesses to appear at the hearing and the substance of their testimony.
  - 2.6 A form or a request for hearing to be signed by such parties and delivered to the superintendent in person or by registered or certified mail.
3. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussion and settling the matter with appropriate school personnel prior to the hearing stage.
  4. In the event that the superintendent has not received a request for hearing within five school days following receipt of the written notice, the punishment will be that recommended in the charge by the principal.
  5. If a hearing is requested after the end of five school days following the actual receipt of the written notice, but prior to thirty calendar days after actual receipt, the student shall be entitled to a hearing but the punishment imposed may continue in effect pending final determination.
  6. 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.
  7. In the event that a hearing is requested within five schools days from receipt of the written notice, the superintendent of schools shall appoint a hearing officer.

Hearing Procedure:

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

5. Access to Records: The administrative representative, the student, the student's parent or guardian of the legal counsel for the student shall have the right to examine the records and affidavits and the statements of any witnesses in the possession of the Board of Education at any reasonable time prior to the hearing.
6. Hearing Procedure: The hearing shall be attended by the hearing officer, the student, the student's parents, or guardian, the student's representative if any, and the administrative representative. Witnesses shall be present only when they are giving information at the hearing or with the consent of both parties. The student may be excluded at the discretion of the hearing officer at times when the student's psychological evaluation or emotional problems are being discussed. The student or the student's parents or guardian or both may be represented by legal counsel. The hearing examiner may exclude anyone from the hearing when his/her actions substantially disrupt an orderly hearing. The formal rules of evidence shall not apply at the hearing. The administrative representative shall present to the hearing officer statements, in affidavit form, of any person having information about the student's conduct and the student's records, but not unless such statements and records have been made available to the student, the student's parents, guardian or representative prior to the hearing. The information contained in such records shall be explained and interpreted prior to or at the hearing to the student, parents or guardian, or student, the student's parents, guardian, or representative at their request, by appropriate school personnel. The student, the student's parents, guardian, or representative, the administrative representative or the hearing officer may ask witnesses to testify at the hearing.

Such testimony shall be under oath and the hearing officer shall be authorized to administer the oath. The student, parent, guardian, or representative, administrative representative, or the hearing officer shall have the right to question any witness giving information at the hearing, the student may testify in his/her own defense in which case he/she shall be subject to cross-examination. The student however shall not be required to testify in his/her own defense in which case he/she will not be subject to cross-examination nor will any conclusion be drawn there from. Any person giving evidence by written statement or in person at a hearing shall be given the same immunity from liability as a person testifying in a court case. A single hearing may be conducted for more than one student if in the discretion of the hearing examiner a single hearing is not likely to result in confusion or prejudice to the interest of any of the students involved.

If during the conduct of such hearing, the hearing examiner concludes that any of such student's interests will be substantially prejudiced by a group hearing, or that confusion is resulting, the hearing examiner may order a separate hearing for each of any of said students.

7. Availability of Witnesses: The hearing officer will have the authority to subpoena any witnesses to the hearing and shall make reasonable efforts to assist in obtaining the attendance of any witnesses requested by the student, student's parents or guardian or their legal representative.
8. Record: The proceedings of the hearing shall be recorded at the expense of the school district.
9. Findings: Within a reasonable time after the conclusion of the hearing, the hearing officer shall prepare and submit to the superintendent of schools, his/her written findings and recommendation as to disposition. This report shall explain, in terms of the needs of both the student and the school board, the reasons for the particular action recommended. Such recommendation may range from no action, through the entire field of counseling, to long-term suspension, expulsion, or mandatory reassignment.
10. Review by Superintendent: The superintendent of schools shall review the findings and recommendations of the hearing officer and in his/her discretion may also review any of the facts and evidence presented at the hearing and based upon such report and the facts shall determine the

sanctions to be imposed. However, the superintendent may not impose a more severe sanction than that imposed by the hearing officer.

11. Notice of Determination: Written notice of the findings and recommendations of the hearing officer and the determination of the superintendent of schools shall be made by certified registered mail or by personal delivery to the student, the student's parents or guardian. Upon receipt of such written notice by the student and/or parents and guardian, the determination of the superintendent shall take immediate effect.
12. Appeal to Board: The student, student's parents or guardian may, within seven school days following the receipt of the superintendent's decision, submit to the superintendent of schools a written request for a review of the determination by the (District #25) *Fillmore Central Public School* Board of Education.
13. Review by District #25 Board of Education: Upon receipt of the request for review of the superintendent's determination, the (District #25) *Fillmore Central Public School* Board of Education or a committee of not less than three members shall, within ten school days, hold a hearing on the matter. Such hearing shall be made on the record, except that the Board may admit new or additional evidence to avoid a substantial threat of unfairness. Such new evidence shall be recorded. The Board of Education may withdraw to deliberate privately upon the record and new evidence.

Any such deliberation shall be held in the presence only of board members in attendance at the appeal proceeding, but may be held in the presence of legal counsel who has not previously acted as the administrative representative in presenting the school's case before the hearing officer. If any questions arise to receive such evidence, subject to the right of all parties to be present, a record of any such new or additional evidence shall be made and shall be considered as a part of the record and based upon the evidence presented at the hearing before the hearing officer, such new or additional evidence, the (District #25) *Fillmore Central Public School* Board of Education or the committee shall make a final disposition of the matter. The board may alter the superintendent's disposition of the case if it finds his/her decision to be too severe, but it may not impose a more severe sanction.

The final decision of the Board shall be delivered to the student and parents or legal guardian of the student by personally delivering the same or by mailing the same by certified or registered mail.

#### **OTHER FORMS OF STUDENT DISCIPLINE**

Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions, detentions, or time-outs during the day. When in-school suspensions, detentions, time-outs, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures and a failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

A principal (or designee) may determine that it is necessary to exclude a student from classes. In-school suspension or time-out may be used as an alternative to out-of-school suspension. The decision to remove a student from the classroom setting is made after a staff member has investigated the facts. Every attempt to notify the parent/guardian in a timely manner will be made, but it is important to understand that parents are not always readily available when a decision to exclude a student needs to be made. Disruptive

behavior during the school day may result in an immediate time-out period spent in an isolated area, if available. The time-out will not exceed one (1) full day. In-school suspension will not exceed more than three (3) consecutive school days. Students are expected to complete class assignments and /or other assigned material during this time, and they will receive classroom credit for work appropriately completed.

### **REPORTING STUDENT LAW VIOLATIONS**

- (1) Cases of law violations or suspected law violations by students will be reported to the police and to the student's parents or guardian as soon as possible.
- (2) When a Principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the Principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.
- (3) In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it shall be the policy of the Fillmore Central Public School to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:
  - (a) Knowingly possessing illegal drugs or alcohol.
  - (b) Assault.
  - (c) Vandalism resulting in significant property damage.
  - (d) Theft of school or personal property of a significant nature.
  - (e) Automobile accident.
  - (f) Leaving the school grounds without permission.
  - (g) Any other behavior which significantly threatens the health or safety of students, staff or other persons or which is required by law to be reported.

### **ADDITIONAL STUDENT CONDUCT RULES**

The following additional student conduct rules are established. Failure to comply with such rules, including repeated violations, is grounds for disciplinary action, up to and including expulsion, as further specified in these rules. These rules govern student conduct on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event.

#### **PBIS Panther P.R.I.D.E.**

P.-Purpose, R.-Respect, I.-Individual responsibility, D.-Demonstrate kindness, E.-Exhibit safety

Fillmore Central Elementary School has implemented a positive behavior intervention and supports behavioral program. FCES staff teach the expected expectation through teaching explicit lessons pertaining to each school environment(classroom, hallway, playground, etc.). All students in the elementary building are expected to know and follow these expectations. When these expectations are being met, our school can provide an excellent environment for learning to take place.

When expectations are not followed there will be reteaching and/or consequences that deal directly with the behavior displayed. School personnel will give consequences that are fair and appropriate for each individual student.

#### **USE OF "TIME-OUT" OR "BORING" ROOMS**

Time-out or Boring rooms are unlocked and have lights. Students may be given a Time-Out when their behavior is affecting the safety or learning opportunities of others. The Time-Out Rooms will be used at the discretion of the building principal or other authorized school personnel. Our goal, through intervention

techniques, will be to help the child rejoin their classmates as soon as we feel they can continue to be a positive participant in their, and others', education.

### **BEFORE/AFTER SCHOOL TIME**

Administrators, teachers, and paraprofessionals have the authority to detain students after school or require students to arrive at school early, or keep students in from recess for extra help, to make up late work, or for disciplinary action. Work schedules, extracurricular activities, baby-sitting, appointments, etc. are not acceptable reasons for being unable to stay after school. However, parents can choose to have their child fulfill their before/after school time the following day if schedules conflict.

### **CLASS CONDUCT**

This shall be based on mutual respect for each person's individual rights. The basic right of class membership is contingent upon non-infringement of the rights of others. The classroom teacher shall maintain a proper atmosphere conducive to good instruction. Pupils will conduct themselves in a respectful manner, be considerate of other people's rights, and participate in opportunities available. Faculty, staff, and substitute teachers will be addressed as Mr., Mrs., Miss, or Ms. Depending upon their preference. The privilege to remain in class is based upon appropriate behavior. No cursing or abusive language will be tolerated. Offenders may be suspended from the class or from school. Students are not permitted to sit on tables or counter tops and are prohibited from placing their feet on top of tables, chairs, or counter tops.

Any school sanctioned or sponsored event is considered a legal extension of the classroom and all school rules apply. This includes activities at other locations as well as local events.

### **STUDENT CONDUCT AT ACTIVITIES**

We encourage and expect parental support in the fostering of proper conduct at all school activities, elementary and high school. Students are subject to school rules while attending school-sponsored events.

### **PLAYGROUND EXPECTATIONS**

1. Always follow directions of playground supervisors.
2. Follow FCES P.R.I.D.E. expectations.
3. Use safety at all times when playing on the playground equipment.
  - Keep hands and feet inside the slide
  - Slides are for going down; no climbing up
  - No jumping out of swings
  - No standing in swings
  - Students are not allowed to play tag on or around the equipment
4. When playing a game: be fair, take turns, and show good sportsmanship.
5. Ask for permission BEFORE you...
  - Go back into the school
  - Get a ball out of the street
6. No cutting in line or saving spots in a line for a classmate.
7. Enter and exit the school quietly – use your “indoor voice.”

### **HALLWAY EXPECTATIONS**

Always walk, do not run. Talk softly so other classes are not interrupted.

### **LUNCHROOM EXPECTATIONS**

1. No yelling
2. Use proper table manners
3. Clean up the area where you ate lunch
4. No cutting in line or saving spots in a line for a classmate
5. Walk, do not run when entering or leaving the lunchroom

## **BUS CONDUCT**

Riding the bus is a privilege. To ensure the safe transport of all students on school buses, all of the school rules, as well as those designated specifically for transportation, will be in effect. Violation of the rules will be reported by the driver to the school principal or designee who has the authority to suspend that student from bus transportation. The district has added video cameras to route buses and may use this technology to assist in determining if a rules violation occurred.

## **FIELD TRIP CONDUCT**

Field trips are planned for educational purposes to meet classroom objectives. These objectives might include specific curricular activities, and/or celebrations of accomplishments. Field trips are a privilege. Decisions to exclude a student from a field trip are based on attendance, grades, late/missed work, behavior, conduct, or any combination of reasons, or any other reason deemed appropriate by the principal. Students will be held to the same rules they follow when regular class is in session.

## **REPORTING THREATS OR VIOLENCE**

Every student has the responsibility to report immediately any threat of violence, suicide or abduction to the building principal or a teacher. Any student having knowledge of such information without reporting it shall be subject to disciplinary consequences. Any student, upon receiving information that a person is threatening to commit an act of violence, shall: 1. assume the threat is serious; 2. immediately report the threat to a teacher or principal; 3. be available and cooperative in providing information; 4. the source (student) will remain anonymous to the greatest extent possible.

# **SPECIFIC RULE ITEMS**

## **ADULT VISITORS TO SCHOOL**

Visitors are asked to use the front doors to enter the elementary building. During the school day all other entrances will be locked. Visitors must sign in at the office and will be asked to wear a visitor badge. We encourage family members to stop in and visit our school at any time throughout the school year. We do ask that we be notified in advance of your visit.

Please keep in mind that short visits are best because they do not distract students who need the structured routine of a normal school day. Visitors coming for the sole purpose of observing will keep their visits to a length of 1 hour or less (this does not include staying for lunch). Visitors are not allowed to bring their children under school age with them to school for the visit or on field trips.

## **CHILDREN VISITING SCHOOL**

Visitations by school age children, who are not enrolled in Fillmore Central elementary, are restricted to the lunch time and lunch recess of the student they are visiting. Permission will always be granted or denied on a case-by-case request.

## **PARENT HELPERS/VOLUNTEERS**

Parents who come as “helpers” can stay as long as the teacher they are working with decides is an appropriate length of time. This will always be 1 hour or less. Parents who are helping or supervising our students are not allowed to bring their children under school age with them to the classroom or on field trips.

## **PLAYGROUND**

The playground is unsupervised during non-school hours.

## **LOST and FOUND**

Lost items should be reported to the elementary principal's office. The office will seek to return each article found to its rightful owner. Any articles unclaimed will be disposed of in a manner determined by the principal throughout the school year. It is not permissible to leave bags, books, or articles of clothing in the gym or hallways for extended periods of time.

## **INSURANCE**

Student insurance will be available to all students. A school day plan and a 24 hour plan will be available if you are interested.

## **TEXTBOOK USAGE**

Textbooks are the property of the school and are given to students to use throughout the school year. Normal wear and tear is expected. A textbook returned with excessive wear and tear, and/or abuse, as determined by the principal, may result in compensation from the student. Examples of excessive wear and tear may include, but are not limited to: ripped pages, pencil or pen markings, and damaged covers or bindings.

## **ACCIDENTS**

Students are required to report any accident occurring in school that results in an injury. Students should report to a school staff member. When a child is injured or is ill at school and it is deemed necessary that treatment is beyond that which can be administered, the parent is contacted and asked to come for the child. In case of emergency, the procedures designated by the parents on the Student Registration Form will be followed. Unless parents or guardians expressly forbid, in case of dire emergency the school will call a physician or the Geneva Rescue Squad for assistance. Please inform the school of any changes in procedure that arise.

## **APPROPRIATENESS OF ITEMS AT SCHOOL**

It is difficult to make a blanket policy on small items that children bring to school to show to their teacher and classmates. We will permit children to bring items if they serve a school purpose. It must be understood that it is the responsibility of the child to bring and return these items safely. The school or teacher cannot accept the responsibility for such items becoming broken or stolen. Generally speaking pets are not allowed at school. Should an occasion arise when a child wishes to show a pet to the class, arrangements should be made with the teacher ahead of time. The school is not responsible for lost, stolen, or damaged personal items.

## **SCHOOL PARTIES / CELEBRATIONS / REWARDS / BIRTHDAY PARTIES**

The classroom teacher will organize room parties. Usually we honor 3 room parties a year – Fall, Winter, and Valentine’s Day. Birthday treats are permissible on the celebrated days. If treats are passed out, all will have a choice of taking one or not. All girl or all boy birthday invitations are allowed to be distributed at school, as long as every girl/boy in the class receives the invitation. Invitations inviting every student in the class are also allowed. In accordance with the district’s Wellness Policy, all foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards or, if the state policy is stronger, will meet or exceed state nutrition standards, including through:

1. The District will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Classroom snacks brought by parents. The District will provide or make available to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children or other comparable resources. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

## **GUM AND CANDY**

Neither gum nor candy is accepted during school hours unless provided by the classroom teacher due to a special occasion.

## **SEARCHES OF STUDENT’S PROPERTY**

An administrator or the administrator’s designee may search a student’s property (including, but not limited to, the contents of the student desk, locker, automobile, pockets, purses, or backpacks) when there is reasonable cause to believe that search will disclose evidence of violation of a law, statute, board policy, or school rule.

### **POLICE QUESTIONING OF STUDENTS**

The school will cooperate with law enforcement agencies so that the rights of the school, the home, civil authorities, and individuals are understood and protected. Law enforcement agencies/social services may question students prior to parental notification if deemed appropriate due to suspected child abuse or neglect. Typically, parents/guardians are asked to be present prior to questioning by law enforcement agencies if their child is the suspect.

### **BICYCLES**

Bicycles should be parked in a bicycle rack.

### **LOCKDOWN, LOCKOUT, EVACUATION, SHELTER, and HOLD DRILLS**

Lockdown, Lockout, evacuation, shelter, and hold drills will be held periodically throughout the year to ensure proper procedures in case of emergencies. Each classroom will have procedures and exit routes posted.

### **CLASSROOM/TEACHER ASSIGNMENTS**

Any pupil may be assigned, at the discretion of school officials, to the grade level, class, or teacher most appropriate for the academic, social, and emotional development of the pupil. Judgments about the appropriateness of pupil assignment are the prerogative of the professional employees of the district.

### **USE OF ELECTRONIC DEVICES**

Students are prohibited from using electronic devices while at school, except as provided in this policy. For purposes of this policy, electronic devices shall include, but are not limited to: mp3 players, Ipods, hand held games, tablets, smart watches, and cell phones.

Students may use electronic devices on school sidewalks, in school parking lots, and after school from 3:05 – 3:40 in the bus waiting area, as long as they do not create a distraction or a disruption. Students may not have electronic devices while they are anywhere else in the building. During school hours students must keep their electronic devices turned off.

Students may not use electronic devices while riding school vehicles unless they have received permission from the driver or sponsor of the vehicle.

Students shall be personally and solely responsible for the security of their electronic devices. The district is not responsible for theft, loss or damage of an electronic device or for any communication made using an electronic device.

### **CELL PHONES**

Cell phones are prohibited from being used while students are in the school building at any time, and while at any elementary school related function ~ specifically field trips, or while in a school vehicle. They may be used while on school grounds, but the student must be outside of the building, and it must be before the school day begins (8:05 a.m.) or after the school day ends (3:05 p.m.).

Students may keep their cell phone on their person. If a cell phone is confiscated parents/guardians will be required to pick up the phone from the school. It will not be sent home with the child at the end of the day.

By bringing a cell phone to school, students and parents consent to the phone being searched. Furthermore, repeated violations of the cell phone policy will result in the student not being allowed to carry a cell phone.

### **DVD PLAYERS AND LASERS**

DVD players, or other devices that play movies, and lasers, are not allowed at school, on school grounds, or in school vehicles at any time.

## **MORNING MILK**

Students in Kindergarten and 1<sup>st</sup> grade have a snack time each day. Milk is served with the snack, but must be paid in advance. However, credit for morning milk will be given until the 2<sup>nd</sup> Friday, after the quarter begins. At that time, if payment has not been received, the child will be offered water, instead of milk, during morning snack time.

## **TELEPHONE USE**

Office personnel will gladly cooperate with parents or guardians to get messages to students during school hours during times, which do not disturb class instruction time, unless it is an emergency. We seek your understanding and support to limit class disruption. We understand you may need to contact your student, and calls related to school needs and extensions of school functions are legitimate uses.

## **CONCERNS**

Fillmore Central Elementary School has a chain of command to follow when dealing with problems/concerns. Should there be a concern about something that may have happened or is happening, curriculum or any non-curriculum matters, please follow these steps:

1. Contact the child's teacher first. Discuss the problem and search for possible solutions together. If it cannot be resolved at this level, then...
2. Contact the principal, 759-3184, for a conference. If you do not feel the situation has been given proper consideration or resolved after this step, then you may seek further recourse by contacting the superintendent of schools.

## **POSTERS and SIGNS**

All posters and signs designated to be posted must have the approval by the principal before being posted. Failure to do so will result in the removal of the posting and may include disciplinary consequences.

## **STUDENT REGISTRATION FORMS**

Student enrollment cards provide us with important information. Please contact the school in regard to any changes throughout the year.

## **DRESS CODE**

Students will not be allowed to wear clothing that is derogatory in nature, unsafe, or that interrupts the learning environment. This includes, but is not limited to: clothing that is disruptive due to the amount of skin or body revealed, rude and/or vulgar messages on shirts and pants or shoes with wheels.

# **STUDENT HEALTH**

## **IMMUNIZATIONS**

The state of Nebraska requires that students be immunized against the following diseases **prior to enrollment**, and any student not in compliance **shall not be permitted to continue in school**.

- measles, mumps, and rubella (MMR) 2 times
- poliomyelitis 3 times
- diphtheria, pertussis, tetanus (dpt) 3 times
- Hepatitis B 3 times
- Chicken Pox 2 times

- ☐ Instead of a chicken pox vaccination, the state of Nebraska and Fillmore Central Public Schools will also accept written verification that your child has had chicken pox. The school nurse has a form available for this written verification.

Students may be provisionally enrolled in a Nebraska school if they have begun the required immunizations and continue to receive the necessary immunizations as rapidly as is medically feasible.

A nurse is available on a limited basis at the school. Professional review of immunization, health recording, as well as health screening will be handled through the nurse.

In cases that warrant more than first aid treatment, the parent will be contacted for further action. Under state law, our nurse is required to update immunization reports, and all new students entering our school either as a kindergarten student or a transfer student will need to furnish the nurse an immunization form (furnished by her office).

School health services are intended to support, not substitute for, the health care that should be provided by parents.

A physical inventory (height, weight, vision, hearing) will be done on each student during the school year and the finding recorded in their permanent file. Parents will be notified by phone or mail of the results or recommendations, only if concerns arise.

### **ASTHMA & ALLERGIC REACTION PROCEDURES**

A state regulation became effective on October 1, 2003. This regulation requires that our school be prepared to implement an emergency treatment plan, called a protocol, anytime a student or staff member experiences a **life threatening** asthma attack or systemic allergic reaction (anaphylaxis).

The protocol requires that 911 is called first. After that call is made, an EpiPen injection will be given and then albuterol is provided through a nebulizer. An EpiPen is a small pre-filled, automatic injection device that resembles a highlighter. It is used to deliver epinephrine. Epinephrine is a medication that is used to bring quick relief by improving breathing and lung function. Albuterol is another medication that is used to bring breathing relief (commonly found in metered-dose inhalers). The nebulizer is a machine that mixes the albuterol with air to provide a fine mist (aerosol) for breathing in through a mask or mouthpiece.

The protocol steps are designed to provide quick, effective care in order to prevent death from occurring due to a severe asthma attack or anaphylaxis. Staff members have been trained to recognize signs and symptoms of a life-threatening "breathing" emergency and to properly administer the medications. The protocol is a standing medical order that has been signed by Dr. Jason Bepalec of Family Medical Clinic in Geneva, Nebraska.

If you know that your student has asthma or a known allergy, it is **critically important** that you communicate this information to our school staff. You may contact Amy Rust, health para, or any building principal. For each student with a known allergic condition or asthma, you must provide the school with (1) written medical documentation, (2) instructions, and (3) medications as directed by a physician (using the schools medication form). In the event that your student experiences a life threatening asthma attack or systemic allergic reaction, we will defer to the specific documents and medication that you have provided. If you do not have medical documentation and instructions on file with the school for your student, we will defer to the regulatory protocol described above. If, for whatever reason, you do not want your student to receive the life-saving emergency treatment under the protocol, you must file your written objection with the school.

If you have questions or concerns about the protocol or your student's health issues, please contact Amy Rust, school health para, or any building principal.

### **MEDICAL EXCLUSION FROM SCHOOL**

It is for the well being of your child's health and his/her classmates that we have certain school policies on when a child should not be in school exposing other students, but at the same time we do not want a child absent from school so often or for such an extended period of time that they get behind on their class work. Our school policies are:

1. Parents of sick children will be contacted and the school expects the child to be picked up within 1 hour of notification.
2. Exclusion of children with a temperature of 100.4 degrees or above, symptoms of vomiting, diarrhea, or a suspicious contagion.

3. Any pupil with a rash must be excluded until the disappearance of the rash. If the physician recommends that the child be readmitted, with a written notice to that effect, the admittance is acceptable.
4. Some contagious infections require treatment and the student may return to school 24-48 hours after verified treatment has been initiated and/or when the physician permits return in writing. These diseases include but may not be limited to: Pinkeye, Impetigo, Intestinal Worms, Ringworm, Scabies, Scarlet Fever, and/or Strep infections.
5. Contagious infections such as Chicken Pox, CMV, (CytomegaloVirus), Infectious Mononucleosis, Influenza (Flu), Fifth's Disease, Hepatitis, and Tuberculosis require that the student's symptoms be altered or absent before they are readmitted to school unless we have a physician's statement, in writing, stating otherwise.
6. Life threatening contagious infections without known treatment may require exclusion from regular school attendance. These diseases include but may not be limited to: AIDS, Chronic Hepatitis, etc.
7. Students may be excluded from school under "Emergency Exclusion" for a dangerous communicable disease that is transmissible by normal contact and/or poses an imminent threat to health. Students can be excluded from school and school functions for up to five (5) school days.

### **COMMUNICABLE AND INFECTIOUS DISEASES**

It shall be the responsibility of the Fillmore Central Public School principal(s) to assist in meeting the provisions of the State Health Department covering communicable and contagious diseases by promptly reporting to the superintendent the presence of such diseases. Parents are requested to inform the principal and superintendent if their child has contracted a contagious or communicable disease. The principal shall not reenter any such student except under circumstances described below.

Students will be excluded from school for the following communicable diseases and prescribed periods of time:

1. Measles (Rubeola): A student may return to school the fifth day after the onset of the rash. The State Health Department must be notified immediately and will advise the school regarding exclusion of other students and personnel who are at risk of contracting the disease. Most communicable prior to rash.
2. Three day measles (Rubella): Students may return to school four days after the onset of a rash. The State Health Department must be notified immediately and will advise the school regarding exclusion of other students and personnel who are at risk of contracting the disease. Most communicable prior to rash.
3. Fifth Disease: A student may attend school while rash is still present if there is no fever, excessive itching, sore throat and other discomfort.
4. Mumps: A student may return nine days after the onset of parotid swelling. The State Health Department must be notified immediately and will advise the school regarding exclusion of other students and personnel who are at risk of contracting the disease.
5. Chicken Pox (Varicella): A student may return to school after one week if symptom free and pox are dried.
6. Shingles (Herpes zoster): A student may return to school after all lesions are dried. Rare in students – may return with lesions covered or as the doctor advises.
7. Streptococcal infection: A student may return to school 24 hours after the start of antibiotic therapy and afebrile (no fever).
8. Ringworm, impetigo, scabies, and pinkeye (conjunctivitis): A student must remain out of school at least one day and until treatment has begun. Children with mild scabies, lice, impetigo, tinea

corporis and conjunctivitis can be sent home with instructions not to return until the condition improves or a physician states admission is acceptable.

9. Head lice: Students can be excluded from school until they are determined to be louse free.
10. Hepatitis: A student will be readmitted upon approval of a family physician.
11. Scarlet Fever: A student may return to school 24 hours after starting antibiotics.
12. Elevated Body Temperature: Students with temperatures over 100.4 degrees will be sent home. They may return after being fever free for 24 hours.

### **MEDICATION**

Fillmore Central Public Schools recognizes that at the present time, many children are only able to attend school because of the effective use of medications in the treatment of chronic disabilities or chronic and acute illnesses. Any student who is required to take medication during the regular school day must comply with the following school regulations. **Medication must be brought into the school by an adult and picked up by an adult.**

1. All medications, including cough drops, over-the-counter, prescription, and Epi-Pens, must be turned in to the office.
2. Written authorization signed by the parent will be required for prescription medicine and will include:
  - a) child's name
  - b) name of medication
  - c) time to be administered
  - d) dosage
  - e) duration
3. Prescription medications **must** be in the prescription bottle from a pharmacy otherwise they will **not** be administered at school.
4. Parents should check with the physician on the timing of medications. It may be possible to eliminate the need to give medications during school hours.
5. Over-the-counter medications brought from home will only be dispensed if in original container and a written authorization has been signed by the parent containing the same information as under #2 of this policy.
6. The parents of the child must assume responsibility for informing the school of any changes in the child's health or change in medication.
7. The school district retains the discretion to reject requests of administration of medicine.
8. Medication will only be dispensed by the school nurse or those appointed to do so by the school principal.
9. Do not send prescription medication on the bus to school with your child. This can create a safety hazard for your child and others.

### **ALCOHOL AND ILLICIT DRUG USE PROHIBITED**

The Fillmore Central Board of Education expressly prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by school employees, volunteers, and students on school property or at any school sponsored event or activity: further, any employee, volunteer, or student found to be under the influence of alcohol or illegal drugs while on school property or at a school sponsored event or activity will be subject to disciplinary measures. Moreover, the Board authorizes and directs school administrators, or their representatives to discipline employees, volunteers, or students, consistent with pertinent state and federal law, for any violations of this policy.

Discipline for employees may extend to a recommendation for dismissal. While the Board does not directly sponsor rehabilitative services, it reserves the right to require that any disciplined employee undergo rehabilitation as a condition of continued employment. Discipline for any adult volunteers may include suspension, expulsion and/or a referral to a rehabilitative agency. Information on area agency rehabilitative services may be obtained from the school counselor.

The Board will implement and support curricular materials and activities that teach about the harmful effects of alcohol and illegal drugs and serve as prevention and intervention programs.

### **TOBACCO USE PROHIBITED**

It shall be the policy of Fillmore Central Public School that in order to promulgate a healthy environment for students and staff and to encourage healthy behavior in students, it is the Board's policy that there will be no smoking in any school building or any school owned vehicle at any time.

School employees, volunteers, and students possessing, using, selling, or dispensing tobacco, 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. will be disciplined according to school and/or pertinent state law.

## **STATE AND FEDERAL PROGRAMS**

### **NOTICE OF NONDISCRIMINATION**

The Fillmore Central School District does not discriminate on the basis of race, color, national origin, sex, disability, religion, age or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Josh Cumpston, Superintendent of Schools  
1410 L Street  
Geneva, Nebraska 68361  
(402)759-4955, [josh.cumpston@fillmorecentral.org](mailto:josh.cumpston@fillmorecentral.org)

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the Superintendent of Schools. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at 8930 Ward Parkway, Suite 2037, Kansas City, Missouri 64114, (816) 268-0550 (voice), or (877) 521-2172 (telecommunications device for the deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

### **NOTIFICATION OF RIGHTS UNDER FERPA:**

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

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an

administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

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

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

### **Title I Parental Involvement Policy**

Fillmore Central commits to meeting all requirements of the No Child Left Behind Act of 2001 as they apply to all Title I programs conducted within the District. This Policy and all procedural steps included in the implementation of this Policy have been developed jointly with parents and will be reviewed, evaluated regarding its effectiveness, and updated annually at a scheduled meeting for this purpose, held at a convenient time for staff and parents. Parents are encouraged to provide input into such review, evaluation and possible revisions. This Policy will be distributed to all parents annually, in a language that parents can understand.

The District recognizes the unique needs of students who are being served through the Title I Program and stresses the importance of parental involvement in the academic success of their children. Opportunities will be provided for parent involvement in their child's education in the following manner:

1. Parents will be involved in the planning, review, and improvement of the Parent Involvement Policy and School/Parent Compact through at least one annual meeting held at a convenient time.
  - The annual meeting will be held each fall during the back to school open house. The meeting will inform parents about their child's participation in Title I, explain what Title I is, and the requirements for Title I.
2. The District will strive to increase opportunities that will help build the capacity for strong parental involvement in all aspects of the District's programs.
  - Fillmore Central will strive to increase Parental Involvement through meetings, materials provided to parents to provide assistance, and encourage volunteer opportunities within the school.
3. Parents will be provided timely information regarding the District's curriculum, academic assessments used, and proficiency levels expected of all students through a variety of communication methods utilized by the District to inform and involve parents as a partner in their child's academic success.
  - Parents will receive information through the student handbook, access to curriculum on the school website, Title I teacher website, parent teacher conferences, report cards and progress reports.
4. Parents will be provided opportunities to participate, as appropriate, in decisions relating to the education of their children regarding such matters as curriculum, assessments and student performance standards as well as the planning of effective parental involvement activities.
  - Parents will be given opportunities to participate in the development of Fillmore Central's School Improvement Plan, EPAC (Elementary Parent Advisory Committee), and the Title I Targeted Assistance Self-Review document. Other activities to involve parents may include: Proud Panther Night, math night, reading night, etc.

5. The District will coordinate and integrate parental involvement programs and activities with other community programs.
  - These programs may include: Head Start, Title III and Migrant programs, public library, public preschool (TYKE), Blue Valley, and Summer Reading.
6. Parents will be provided assistance, opportunities, and/or materials to help them understand the topics relating to their child’s academic achievement in a format, and when feasible, in a language they can understand. This includes participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
  - These opportunities will be provided by the school staff through a variety of means of communication such as parent-teacher conferences, handbooks, teacher websites, progress reports, and other school publications.
7. The District will conduct an annual evaluation of the content and effectiveness of the parental involvement policy.
  - A survey of parents is conducted to determine if their needs have been met and barriers prohibiting their participation in their child’s education have been identified and reduced.

**NOTICE CONCERNING STAFF QUALIFICATIONS**

The No Child Left Behind Act of 2001 gives parents the right to get information about the professional qualifications of their child’s classroom teachers. Upon request, Fillmore Central Public Schools 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 baccalaureate degree major of the teacher. You may also get information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree. We also, upon request, tell parents whether their child is being provided services by a paraprofessional and, if so, the qualifications of the paraprofessional. The request for information should be made to the building principal. Finally, Fillmore Central will give timely notice if your child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who does not meet the requirements of the Act.

**STATE-WIDE WEB BASED SPECIAL EDUCATION STUDENT RECORD SYSTEM (SRS)**

In order to help make student records for Special Education students more accessible to parents and school personnel, we are using the statewide Student Record System (SRS). SRS is an online system that utilizes a secure site on a UNL server. The site is secure and will only be accessible to the child’s parents, case manager, and building supervisors. At your child’s initial IEP meeting you will be given the site address, your assigned user name and single-use password. If you do not have access to the internet, you will still receive paper copies of your child’s IEP and other forms as in the past. Please contact the Elementary School Office if you have questions or concerns.

**Title IX Policy**

It is the policy of the school district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the school district’s programs or activities. The district is required by Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106 to not discriminate in such a manner.

**1. Title IX Coordinator**

1.1. **Designation.** The district will designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this policy, who will be referred to as the “**Title IX Coordinator.**” The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could

constitute sex discrimination or sexual harassment). This report may be made by any means, including but not limited to, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).

2. **Definitions.** As used in this policy, the following terms are defined as follows:

2.1. **Actual knowledge** means notice of sexual harassment or allegations of sexual harassment to any district employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only district employee with actual knowledge is the respondent (as that term is defined below). "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in subsection 1.1 above.

2.2. **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

2.3. **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. The only district official who is authorized to initiate the Grievance Process for Formal Complaints of Sexual Harassment against a respondent is the Title IX Coordinator (by signing a formal complaint). At the time of filing a formal complaint with the district, a complainant must be participating in or attempting to participate in the district's education program or activity. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator under subsection 1.1 above, and by any additional method designated by the district. As used in this paragraph, the phrase "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this policy or under 34 C.F.R. part 106, and will comply with the requirements of this policy and 34 C.F.R. part 106, including subsections 5.1.3–5.1.4 and 34 C.F.R. § 106.45(b)(1)(iii).

2.4. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

2.5. **Consent** for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. District officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

2.6. **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

2.6.1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

2.6.2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity;

2.6.3. **Sexual assault**, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), which means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation:

*\*A complete list is available in the Board Policy Book Definition.*

2.6.4. **Dating violence**, as defined in 34 U.S.C. § 12291(a)(10), which means violence committed by a person—

2.6.4.1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and

2.6.4.2. where the existence of such a relationship shall be determined based on a consideration of the following factors:

2.6.4.2.1. The length of the relationship.

2.6.4.2.2. The type of relationship.

2.6.4.2.3. The frequency of interaction between the persons involved in the relationship.

2.6.5. **Domestic violence**, as defined in 34 U.S.C. § 12291(a)(8), which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitate with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

2.6.6. **Stalking**, as defined in 34 U.S.C. § 12291(a)(30), which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

2.6.6.1. fear for his or her safety or the safety of others; or

2.6.6.2. suffer substantial emotional distress.

2.7. **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not

impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

### 3. **Discrimination Not Involving Sexual Harassment.**

3.1. **General Prohibition.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district.

3.2. **Specific Prohibitions.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, in providing any aid, benefit, or service to a student, the district will not on the basis of sex:

- 3.2.1. Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;
- 3.2.2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
- 3.2.3. Deny any person any such aid, benefit, or service;
- 3.2.4. Subject any person to separate or different rules of behavior, sanctions, or other treatment;
- 3.2.5. Apply any rule concerning the domicile or residence of a student or applicant;
- 3.2.6. Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;
- 3.2.7. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

3.3. **Complaint Procedure.** All complaints regarding any alleged discrimination on the basis of sex, including without limitation violations of this policy, 34 C.F.R. part 106, Title IX, Title VII, or other state or federal law—when the alleged discrimination does not arise from or relate to an allegation of sexual harassment as defined in subsection 2.6 above—shall be addressed pursuant to the district’s general complaint procedure, Board Policy 7312.

### 4. **Response to Sexual Harassment**

4.1. **Reporting Sexual Harassment.** Any person who witnesses an act of unlawful sexual harassment is encouraged to report it to the District’s Title IX Coordinator. No person will be retaliated against based on any report of suspected sexual harassment or retaliation. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator as soon as reasonably practicable, but in no case later than the end of the following school day.

4.2. **General Response to Sexual Harassment.** When the district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, the district will respond promptly in a manner that is not deliberately indifferent. The district will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this policy “education program or activity” includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs. The district’s response will treat complainants and respondents equitably by offering supportive measures as defined in subsection 2.7 above to a complainant, and by following the grievance process described in section 5 below before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

4.3. **Emergency Removal.** Nothing in this policy precludes the district from removing a respondent from the district’s education program or activity on an emergency basis, provided that the district undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In the event that the district so removes a respondent on an emergency basis, then the district will provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

4.4. **Administrative Leave.** Nothing in this policy precludes the district from placing a non-student employee respondent on administrative leave during the pendency of a grievance process that complies with section 5 below. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

4.5. **General Response Not Conditioned on Formal Complaint.** With or without a formal complaint, the district will comply with the obligations and procedures described in this section 4.

## 5. **Grievance Process for Formal Complaints of Sexual Harassment.**

### 5.1. **General Requirements.**

5.1.1. **Equitable Treatment.** The district will treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following the grievance process described in this section 5 before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies will be designed to restore or preserve equal access to the district’s education program or activity. Remedies may include the same individualized services described in subsection 2.7 as “supportive measures”; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

5.1.2. **Objective Evaluation.** This grievance process requires an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person’s status as a

complainant, respondent, or witness.

- 5.1.3. **Absence of Conflicts of Interest or Bias.** The district will require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by a recipient to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.
- 5.1.4. **Training.** The district will ensure that all individuals or entities described in this Training section 5.1.4 receive training as provided below. Any materials used to train these individuals will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complains of sexual harassment.
  - 5.1.4.1. **All District Employees and Board Members.** All district employees and board members will be trained on how to identify and report sexual harassment.
  - 5.1.4.2. **Title IX Coordinators, Investigators, Decision-Makers, or Informal Resolution Facilitators.** The district will ensure that Title IX Coordinators, investigators, decision-makers, or any person designated by the district to facilitate an informal resolution process receive training on:
    - 5.1.4.2.1. The definition of sexual harassment in subsection 2.6;
    - 5.1.4.2.2. The scope of the district's education program or activity;
    - 5.1.4.2.3. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and
    - 5.1.4.2.4. How to serve impartially, including by avoiding prejudice of the facts at issue, conflicts of interest, and bias.
  - 5.1.4.3. **Decision-Makers.** The district will ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in subsection 5.6.
  - 5.1.4.4. **Investigators.** The district will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in subsection 5.5.8.
- 5.1.5. **Presumption.** It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility made at the conclusion of the grievance process.

- 5.1.6. **Reasonably Prompt Time Frames.** This grievance process shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes. The process shall also allow for the temporary delay of the grievance process or the limited extension of time frame for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
- 5.1.7. **Range of Possible Sanctions and Remedies.** Following a determination of responsibility, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion.
- 5.1.8. **Range of Supportive Measures.** The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.
- 5.1.9. **Respect for Privileged Information.** The district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

## 5.2. **Notice of Allegations.**

- 5.2.1. **Initial Notice.** Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:
  - 5.2.1.1. A copy of this policy.
  - 5.2.1.2. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in subsection 2.6, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under subsection 5.5.5, and may inspect and review evidence under subsection 5.5.5. The written notice will inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

5.2.2. **Supplemental Notice.** If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Initial Notice described above, the district will provide notice of the additional allegations to the parties whose identities are known.

**5.3. Dismissal of Formal Complaint.**

5.3.1. The district will investigate the allegations in a formal complaint.

5.3.2. **Mandatory Dismissals.** The district **must** dismiss a formal complaint if the conduct alleged in the formal complaint:

5.3.2.1. Would not constitute sexual harassment as defined in subsection 2.6 even if proved;

5.3.2.2. Did not occur in the district's education program or activity; or

5.3.2.3. Did not occur against a person in the United States.

5.3.3. **Discretionary Dismissals.** The district **may** dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing:

5.3.3.1. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;

5.3.3.2. The respondent is no longer enrolled in or employed by the district; or

5.3.3.3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

5.3.4. Upon a dismissal required or permitted pursuant to subsections 5.3.2 or 5.3.3 above, the district will promptly send written notice of the dismissal and an explanation of that action simultaneously to the parties.

5.3.5. Dismissal of a formal complaint under this policy does not preclude the district from taking action under another provision of the district's code of conduct or pursuant to another district policy.

**5.4. Consolidation of Formal Complaints.** The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.

**5.5. Investigation of Formal Complaint.** When investigating a formal complaint and throughout the grievance process, the district will:

5.5.1. Designate and authorize one or more persons (which need not be district

employees) as investigator(s) to conduct the district's investigation of a normal complaint;

- 5.5.2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the district will obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);
- 5.5.3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- 5.5.4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- 5.5.5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
- 5.5.6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- 5.5.7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report; and
- 5.5.8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to the time of determination regarding

responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

- 5.6. **Exchange of Written Questions.** After the district has sent the investigative report to the parties pursuant to subsection 5.5.8, but before reaching a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.

#### 5.7. **Determination Regarding Responsibility**

- 5.7.1. **Decision-Maker(s).** The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).
- 5.7.2. **Written Determination.** The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) will apply the preponderance of the evidence standard. The written determination will include:
- 5.7.2.1. Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;
  - 5.7.2.2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
  - 5.7.2.3. Findings of fact supporting the determination;
  - 5.7.2.4. Conclusions regarding the application of the district's code of conduct to the facts;
  - 5.7.2.5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and
  - 5.7.2.6. The district's procedures and permissible bases for the complainant and respondent to appeal.
- 5.7.3 The district will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties

with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

- 5.7.4 The Title IX Coordinator is responsible for effective implementation of any remedies.
- 5.8. **Appeals.** The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the grounds identified below.
  - 5.8.1. **Time for Appeal.** Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within ten (10) calendar days of the date of the respective written determination of responsibility or dismissal from which the appeal is taken. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.8.2 below) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy, 34 C.F.R. part, 106, and Title IX.
  - 5.8.2. **Grounds for Appeal.** Appeals from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, are limited to the following grounds:
    - 5.8.2.1. Procedural irregularity that affected the outcome of the matter;
    - 5.8.2.2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
    - 5.8.2.3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
  - 5.8.3. As to all appeals, the district will:
    - 5.8.3.1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
    - 5.8.3.2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
    - 5.8.3.3. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in subsections 5.1.3–5.1.4.
    - 5.8.3.4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
    - 5.8.3.5. Issue a written decision describing the result of the appeal and the rationale for the result; and

5.8.3.6. Provide the written decision simultaneously to both parties.

**5.9. Informal Resolution.** The district will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section. Similarly, the district will not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

5.9.1. Provides to the parties a written notice disclosing:

5.9.1.1. The allegations;

5.9.1.2. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;

5.9.1.3. That at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and

5.9.1.4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

5.9.2. Obtains the parties' voluntary, written consent to the informal resolution process; and

5.9.3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

**5.10. Recordkeeping.**

5.10.1. The district will maintain for a period of seven years records of:

5.10.1.1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;

5.10.1.2. Any appeal and the result therefrom;

5.10.1.3. Any informal resolution and the result therefrom; and

5.10.1.4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The district will make these training materials publicly available on its website, or if the district does not maintain a website then the district will make these materials available upon request for inspection by members of the public.

5.10.2. For each response required under section 4, the district will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a complainant with supportive measures, then the district will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

6. **Superintendent Authorized to Contract.** The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.

7. **Access to Classes and Schools.**

7.1. **General Standard.** Except as provided in this section or otherwise in 34 C.F.R. part 106, the district will not provide or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on the basis of sex.

7.1.1. **Contact sports in physical education classes.** This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.

7.1.2. **Ability grouping in physical education classes.** This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

7.1.3. **Human sexuality classes.** Classes or portions of classes that deal primarily with human sexuality may be conducted in separate sessions for boys and girls.

7.1.4. **Choruses.** The district may make requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex.

7.2. **Classes and Extracurricular Activities.** The district may provide nonvocational single-sex classes or extracurricular activities as permitted by 34 C.F.R. part 106.

8. **Athletics.** It is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against

in any interscholastic, club, or intramural athletics offered by the district, and that the district will not provide any such athletics separately on such basis.

8.1. **Separate Teams.** Notwithstanding the foregoing paragraph, the district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport.

8.2. **Equal opportunity.** The district will provide equal athletic opportunity for members of both sexes. Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance with this section.

9. **Certain Different Treatment on the Basis of Sex Permitted.** Nothing herein shall be construed to prohibit the district from treating persons differently on the basis of sex as permitted by Title IX or 34 C.F.R. part 106. For example, and without limiting the foregoing, the district may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.

10. **Retaliation Prohibited.** Neither the district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, 34 C.F.R. part 106, or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. The district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. § 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to shall be addressed pursuant to Board Policy 2006 (Complaint Procedure).

10.1. **Specific Circumstances.**

10.1.1. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this section.

10.1.2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under this section, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

11. **Notification of Policy.** The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the existence of this policy. The requirement to not discriminate, as stated in Title IX and 34 C.F.R. part 106, in the district's education program(s) or activities extends to admission and employment, and inquiries about the application of Title IX and 34 C.F.R. part 106 to the district may be referred to the district's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

12. **Publication of Policy.** The district will prominently display on its website, if any, and in each handbook that it makes available to applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).

13. **Application Outside the United States.** The requirements of this policy apply only to sex discrimination occurring against a person in the United States.

14. **Scope of Policy.** Nothing herein shall be construed to be more demanding or more constraining upon the district than the requirements of Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106. To the extent that the district is in compliance with Title IX and 34 C.F.R. part 106, then all of the district's obligations under this policy shall be deemed to be fulfilled and discharged.

# Calendar



# Grading For Learning

# Grading For Learning

**THE FOLLOWING PAGES CONTAIN  
FORMS TO BE COMPLETED BY  
PARENTS AND STUDENTS**

- **Complete the forms**
- **Remove forms from handbook**
- **Give forms to your child's teacher or school office**
- **Keep the handbook for your reference**

**PLEASE READ, SIGN, AND RETURN FORMS  
BEFORE MONDAY, AUGUST 23, 2022**

**THANK YOU FOR YOUR COOPERATION**

**FILLMORE CENTRAL ELEMENTARY STUDENT REGISTRATION FORM**

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ Date of Birth \_\_\_\_\_

Street/RR/Box # \_\_\_\_\_ City/State/Zip \_\_\_\_\_

**Ethnic Background**

Part A: (Choose only one).      \_\_\_ No, not Hispanic/Latino      \_\_\_ Yes, Hispanic/Latino

Part B: (Choose one or more).      \_\_\_ American Indian/Alaska Native      \_\_\_ Asian  
   \_\_\_ White      \_\_\_ Black or African American  
   \_\_\_ Native American or Other Pacific Islander

**FAMILY INFORMATION**

Lives with : (circle one) Both Parents    Father    Mother    Father/Step-mother    Mother/Step-father    Other: \_\_\_\_\_

Mother's Name: \_\_\_\_\_

Father's Name: \_\_\_\_\_

Home Phone \_\_\_\_\_

Home Phone \_\_\_\_\_

Cellular Phone #1 \_\_\_\_\_

Cellular Phone #2 \_\_\_\_\_

Daytime Phone \_\_\_\_\_

Daytime Phone \_\_\_\_\_

Employer \_\_\_\_\_

Employer \_\_\_\_\_

Active Military/National Guard    \_\_\_ Yes    \_\_\_ No

Active Military/National Guard    \_\_\_ Yes    \_\_\_ No

E-mail address where you would like to receive school information: \_\_\_\_\_

Other children in family: \_\_\_\_\_

**DISMISSAL INFORMATION**

My child will usually get home after school by (circle one): bus    walk/bike    parent/friend/sibling pickup    other, \_\_\_\_\_

**Please list individuals who have your permission to pick up your child:**

**"PLANNED" EARLY DISMISSAL PROCEDURES**

Students who usually walk or bike home, ride the bus, or have a parent/sibling/friend pickup after school each day, as indicated on the registration form, will do the same when there is a **planned, early dismissal. We have 8 planned early dismissals: The last day of school, Thanksgiving, Christmas, Easter, and four teacher in-service afternoons.** It is the parent/guardian's duty to instruct the office, in writing, by phone call, or by e-mail, if your child's usual after school plan will differ when there is a **planned, early dismissal.**

**EMERGENCY INFORMATION**

Contacts in case of sickness or emergency and parents cannot be reached:

Name \_\_\_\_\_

Daytime or Cellular Phone \_\_\_\_\_

Name \_\_\_\_\_

Daytime or Cellular Phone \_\_\_\_\_

Doctor's Name \_\_\_\_\_

Doctor's Phone \_\_\_\_\_

I, the undersigned, do hereby authorize officials of Fillmore Central Public School, District No. 25, to contact directly the persons named on this form, and do authorize the named physicians to render such treatment as may be deemed necessary in an emergency for the health of said child. In the event that other persons named on this form or parents cannot be contacted, the school officials are hereby authorized to take whatever action is deemed necessary in their judgment for the health of the aforesaid child. I will not hold the school district financially responsible for the emergency care and/or transportation for said child.

**Parent/Guardian Signature** \_\_\_\_\_

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

**Health History**  
Fillmore Central Public School

Student's Name \_\_\_\_\_ Birth Date \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

Parent or Guardian Name \_\_\_\_\_

Parent or Guardian Signature \_\_\_\_\_

**TYLENOL** \_\_\_\_\_ **YES** \_\_\_\_\_ **NO**

Fillmore Central Public Schools has my permission to give my child Tylenol for minor aches and pains. Tylenol will be administered according to the recommended dosage.

**COUGH DROPS** \_\_\_\_\_ **YES** \_\_\_\_\_ **NO**

Fillmore Central Public Schools has my permission to give my child cough drops for a cough and / or sore throat. Cough drops will be administered according to the recommended dosage.

The following information is requested to assist the school in responding appropriately to your child's health needs.

**A. Previous History** **Please explain any "yes" answers**

1. Were there any significant health concerns during pregnancy? \_\_\_ No \_\_\_ Yes \_\_\_\_\_
2. Was this pregnancy less than nine months? \_\_\_ No \_\_\_ Yes \_\_\_\_\_
3. Were there any medical problems at birth? \_\_\_ No \_\_\_ Yes \_\_\_\_\_

**B. Check conditions that pertain to your child or that a doctor has observed and THE DATE DIAGNOSED.**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Sleeping problem _____      | <input type="checkbox"/> Hives _____                   | <input type="checkbox"/> Kidney problems _____ |
| <input type="checkbox"/> Eating problem _____        | <input type="checkbox"/> Chicken Pox _____             | <input type="checkbox"/> Heart problems _____  |
| <input type="checkbox"/> Coordination problem _____  | <input type="checkbox"/> Frequent colds _____          | <input type="checkbox"/> Diabetes _____        |
| <input type="checkbox"/> Tires easily _____          | <input type="checkbox"/> Hay fever _____               | <input type="checkbox"/> Rheumatic fever _____ |
| <input type="checkbox"/> Recurrent headaches _____   | <input type="checkbox"/> Asthma _____                  | <input type="checkbox"/> Pneumonia _____       |
| <input type="checkbox"/> Weight problem _____        | <input type="checkbox"/> Nosebleeds _____              | <input type="checkbox"/> Eczema _____          |
| <input type="checkbox"/> Allergies _____             | <input type="checkbox"/> Blow to head _____            |  |
| <input type="checkbox"/> Loss of consciousness _____ | <input type="checkbox"/> Convulsions or seizures _____ |  |
| <input type="checkbox"/> Other _____                 |  |  |

**C. Illness and Accidents** **Please explain any "yes" answer.**

1. Has there been more than one ear infection each year? \_\_\_ No \_\_\_ Yes \_\_\_\_\_
2. Have there been any hearing problems? \_\_\_ No \_\_\_ Yes \_\_\_\_\_
3. Has there been a vision problem? \_\_\_ No \_\_\_ Yes \_\_\_\_\_
4. Has your child been hospitalized or had surgery? \_\_\_ No \_\_\_ Yes If yes, please specify: \_\_\_\_\_

**D. Current Health Status**

1. Does your child take medicine regularly? \_\_\_ No \_\_\_ Yes  
Please list: \_\_\_\_\_
2. Does your child have a health condition now under treatment? \_\_\_ No \_\_\_ Yes  
Please list: \_\_\_\_\_ Physician: \_\_\_\_\_
3. Date of last medical exam \_\_\_\_\_ Dr. \_\_\_\_\_
4. Date of last dental exam \_\_\_\_\_ Dr. \_\_\_\_\_

**E. Family History**

1. List any family health problems or additional information (if any) \_\_\_\_\_







**COMPUTER USER AGREEMENT  
AND  
PARENT PERMISSION FORM**

As a user of the Fillmore Central Public School District #25 computer network, I hereby agree to comply with the herein stated rules by communicating over the network in a reliable fashion while honoring all relevant laws and restrictions.

Student's Signature(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

As a parent/guardian of the student(s) signing above, I grant permission for my son or daughter to access networked computer services such as electronic mail and the Internet. I understand that individuals and families may be held liable for violations. I understand that some materials on the Internet may be objectionable, but I accept responsibility for guidance of Internet use, setting and conveying standards for my daughter/son to follow when selecting, sharing, or exploring information and media.

**Digital Learning Questions**

Primary Learning Device Away from School – Please select one.

- Desktop Computer
- Laptop Computer
- Tablet
- Smartphone
- None
- Other – Please list

Primary Learning Device Access – Please select one.

- Shared
- Not Shared
- Unknown

Primary Learning Device Provider – Please select one.

- Personal
- School
- Other

**(OVER)**

**Digital Equity Indicators**

Internet Access in Residence

- Yes
- No

Barrier to Internet Access in Residence(If no on previous question)

- Not Available
- Not Affordable
- Other

Internet Access Type in Residence (If more than one internet service type select primary source of internet access for doing school work.

- Residential Broadband
- Cellular Network
- Hot Spot
- Community Provided Wi-Fi
- Satellite
- Dial-up
- Other
- None
- Unknown

Internet Performance in Residence (If more than one internet service type use the performance of the access type selected in Internet Access Type in Residence)

- Yes
- Sometimes
- No

**Parent Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

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## Welcome

Dear Student and Parents,

This Fillmore Central High School handbook is provided to help students and parents become familiar with their responsibilities as well as general procedures and school regulations at Fillmore Central Senior High School. In addition, it should serve as a useful planning tool.

No matter where you go or what you do, you will find certain regulations to guide you. Naturally, there are rules and regulations at Fillmore Central Senior High. They are meant for your benefit.

All students are to show respect for property, the rights and privileges of others, just as you expect and appreciate this respect when others show it to you. As students of FCHS, you are responsible to the school instructors, support staff and administration for your conduct while you are a student in our district. Good behavior can help make your school life a happy and rewarding experience.

Your conduct at Fillmore Central High School activities is a reflection on your school, your family, but most importantly a reflection on you. I want you to be proud of your school and your fellow students. Each student has a responsibility for representing their school and themselves with the highest standards.

As a school, we believe a strong home-school partnership developed through cooperation, communication, and understanding will help provide students with skills necessary to become informed, independent citizens who have developed self-control, self-direction, and self-discipline. Most importantly, Fillmore Central High School is here to serve our students and parents. Please let us know if we can be of assistance.

Have a great year!

Ryun Theobald  
Principal  
Fillmore Central Senior High School

## INTRODUCTION

This handbook is intended, in general terms, to describe some of the rights and responsibilities of students at Fillmore Central High School and to set forth appropriate regulations governing student conduct. District policy clearly outlines what your school should provide you. So that you can help staff members attain these outcomes, the Mission Statement of District No. 25 is reproduced below.

A very fundamental lesson, which must be learned by all of us, is the lesson of discipline and self-discipline. Life is constantly demanding some kind of discipline of us, and the foundations laid here at school will form the basis for happiness and success in later life.

In order to function properly, public school education must provide an equal learning opportunity for all students. In addition to the regular curriculum, principles and practices of good citizenship must be taught and demonstrated. This includes an appreciation for the rights of others; however, no school or school system can discharge these responsibilities adopted for the benefit of all persons.

The rules and standards in this handbook apply to all school buildings, any school grounds during, immediately before or immediately after school hours and during district transportation of students. They also apply to any school-sponsored function or event whether on or off school grounds. This handbook does not define all types and aspects of student conduct. However, the Board of Education has the responsibility to set forth policies, rules, and regulations to help students conduct themselves in a proper manner as good citizens of a school community.

Policy explanations in this handbook are superseded by any and all school board policies passed regarding any of the items. Notification of any changes will be made available to students and parents. In addition, items may need to be revised to meet new laws, regulations, or situations. Any questions related to them should be referred to the school administration. This handbook is in effect until the issuance of a new edition. The student handbook is not intended to be all-inclusive; therefore, a student committing an act not listed will nevertheless be subject to the discretionary authority of Fillmore Central Public Schools.

The Fillmore Central School District does not discriminate on the basis of race, color, national origin, sex, disability, religion or age or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Ryun Theobald, Fillmore Central High School Principal  
1410 L Street  
Geneva, NE 68361  
(402)-759-3141  
[ryun.theobald@fillmorecentral.org](mailto:ryun.theobald@fillmorecentral.org)

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the Superintendent of Schools. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office of Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at 8930 Ward Parkway, Suite 2037, Kansas City, Missouri 64114, (816)268-0550 (voice), or (877)521-2172 (telecommunications device for the deaf), or [ocr.kansascity@es.gov](mailto:ocr.kansascity@es.gov).

## TELEPHONE DIRECTORY

In an effort to help our students and parents, we have included a listing of phone numbers most often used in our school district.

Josh Cumpston, Superintendent of Schools	759-4955
Ryun Theobald, Senior High Principal	759-3141
Haley Hoarty, High School & Middle School Guidance Counselor	759-3141
Ryun Theobald, Activities Director	759-3141
Gabe Eberhardt, Assistant Activities Director	759-3141
Casey Head, Success IV	759-3843
Lisa Kosek-Lamb, Middle School Principal	268-3411
Aaron Veleba Elementary Principal	759-3184
Director Student Services, ESU #6	1-800-327-0091
Senior High School Principal's Office	759-3141
Middle School Principal's Office	268-3411
Elementary School Principal's Office	759-3184
Bus Barn	759-3632
Activities Office	759-3141
Success IV Classroom – Casey Head	759-3843

High School Faculty and Staff E-Mail Address

Last Name	First Name	Email Address	Position
Dahl	Aaron	<a href="mailto:aaron.dahl@fillmorecentral.org">aaron.dahl@fillmorecentral.org</a>	Computer
Eberhardt	Gabe	<a href="mailto:gabe.eberhardt@fillmorecentral.org">gabe.eberhardt@fillmorecentral.org</a>	Weights
Gaston	Chad	<a href="mailto:chad.gaston@fillmorecentral.org">chad.gaston@fillmorecentral.org</a>	Transportation
Head	Casey	<a href="mailto:casey.head@fillmorecentral.org">casey.head@fillmorecentral.org</a>	Success IV Hoarty
Hoarty	Haley	<a href="mailto:haley.hoarty@fillmorecentral.org">haley.hoarty@fillmorecentral.org</a>	Guidance
Kaye-Skinner	Ben	<a href="mailto:ben.kayeskinner@fillmorecentral.org">ben.kayeskinner@fillmorecentral.org</a>	Vocal/Instrumental Music
Komenda	Ryan	<a href="mailto:ryan.komenda@fillmorecentral.org">ryan.komenda@fillmorecentral.org</a>	Mathematics
Lauby	Shelia	<a href="mailto:sheila.lauby@fillmorecentral.org">sheila.lauby@fillmorecentral.org</a>	Resource
Lockhart	Mitchell	<a href="mailto:mitch.lockhart@fillmorecentral.org">mitch.lockhart@fillmorecentral.org</a>	Science
Meyer	Jodi	<a href="mailto:jodi.e.meyer@fillmorecentral.org">jodi.e.meyer@fillmorecentral.org</a>	English
Patterson	Brittney	<a href="mailto:brittney.patterson@fillmorecentral.org">brittney.patterson@fillmorecentral.org</a>	Business
Reardon	Tyra	<a href="mailto:tyra.reardon@fillmorecentral.org">tyra.reardon@fillmorecentral.org</a>	Family & Consumer Science
Reinsch	Derek	<a href="mailto:derek.reinsch@fillmorecentral.org">derek.reinsch@fillmorecentral.org</a>	Social Studies
Scheil	Doug	<a href="mailto:doug.scheil@fillmorecentral.org">doug.scheil@fillmorecentral.org</a>	Custodian
Sherman	Steve	<a href="mailto:steve.sherman@fillmorecentral.org">steve.sherman@fillmorecentral.org</a>	PE/Lifetime
Shiple	Jill	<a href="mailto:jill.shiple@fillmorecentral.org">jill.shiple@fillmorecentral.org</a>	Art
Smith	Colby	<a href="mailto:colby.smith@fillmorecentral.org">colby.smith@fillmorecentral.org</a>	Social Studies
Steig	Janelle	<a href="mailto:janelle.steig@fillmorecentral.org">janelle.steig@fillmorecentral.org</a>	Spanish
Temme	Dawn	<a href="mailto:dawn.temme@fillmorecentral.org">dawn.temme@fillmorecentral.org</a>	AD Secretary
Theobald	Kim	<a href="mailto:kim.theobald@fillmorecentral.org">kim.theobald@fillmorecentral.org</a>	Life Sciences
Theobald	Ryun	<a href="mailto:ryun.theobald@fillmorecentral.org">ryun.theobald@fillmorecentral.org</a>	Principal
VanDeWalle	Kurt	<a href="mailto:kurt.vandewalle@fillmorecentral.org">kurt.vandewalle@fillmorecentral.org</a>	Agricultural
Verhage	Adam	<a href="mailto:adam.verhage@fillmorecentral.org">adam.verhage@fillmorecentral.org</a>	Mathematics
Waldron	Veronica	<a href="mailto:veronica.waldron@fillmorecentral.org">veronica.waldron@fillmorecentral.org</a>	English
Wusk	Jeff	<a href="mailto:jeff.wusk@fillmorecentral.org">jeff.wusk@fillmorecentral.org</a>	Industrial Tech
Yates	Deb	<a href="mailto:deb.yates@fillmorecentral.org">deb.yates@fillmorecentral.org</a>	Principal Secretary

To read our daily bulletin that is published to our students and staff, you may go to [www.fillmorecentral.org](http://www.fillmorecentral.org) and click on high school and daily bulletin.

## **Fillmore Central School Song**

Fillmore Central High School; to the Panthers we'll be true!!

Fillmore Central High School; our loyalty's with you.

Silver, black and purple; reign supreme and true

We are making History, marching on to victory.

**School Colors: Black, purple and silver**

**School Mascot: Panthers**



## MISSION STATEMENT

The mission of the Fillmore Central Public School District is to provide all students the opportunity and support to achieve excellence, develop responsibility, and become life-long learners.

### WE BELIEVE

- ◆ in the worth of the individual.
- ◆ that learning is a lifelong process.
- ◆ that all students can learn.
- ◆ in a positive, safe, and secured learning environment.
- ◆ that education is a shared responsibility of teachers, students, home, and the community.
- ◆ in a quality education.
- ◆ in a broad spectrum curriculum to meet all student needs.
- ◆ that effective schools have effective leaders.
- ◆ that public education benefits the entire community.

**Policy adopted: 12/2010**

**Fillmore Co. School District #30-0025**

### NOTICE CONCERNING STAFF QUALIFICATIONS

The No Child Left Behind Act of 2001 gives parents the right to get information about the professional qualifications of their child's classroom teachers. Upon request, Fillmore Central Public Schools 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 baccalaureate degree major of the teacher. You may also get information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree.

We will also, upon request, tell parents whether their child is being provided services by a paraprofessional and, if so, the qualifications of the paraprofessional.

The request for information should be made to an administrator in your child's school building. The information will be provided to you in a timely manner. Finally, Fillmore Central Public Schools will give timely notice to you if your child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet the requirements of the Act.

### ACCESSING STUDENT INFORMATION THRU POWERSCHOOL

Since January 2006, Fillmore Central High School has given parents/guardians access to seeing their student(s) grades, lunch balance, attendance, daily bulletin, teacher comments and you can even e-mail your students teachers via the Internet. Each student has a unique access code for the parents to use to access the confidential information. A letter will be generated to you at the beginning of the fall semester and directions and the confidential information for you to use in

accessing the information. You may view your student's information at any time from any computer with internet access.

### SCHEDULE CHANGES

Classes may be dropped or added by students during the first week of the class, or any time prior to the end of the previous semester. If a change is made after the one-week period, the class and its grade will be listed on the student's transcript.

Procedures for dropping and adding classes:

- I. The student picks up a drop/add form from the counselor's office.
- II. Approval must be obtained from the counselor, principal, teachers and parent.

### STUDENT TESTING & SURVEYS

School policy (#7205) dictates the school must provide advanced, written notice of any standardized testing required of a student. All 9<sup>th</sup> and 10<sup>th</sup> grade students will participate in the MAPS assessment. 11<sup>th</sup> Grade students take the ACT. Grades 11 and 12 will be offered the ASVAB Military Entrance Exam, 10<sup>th</sup> Grade will be given the Pre-ACT Plan Exam and the 11<sup>th</sup> Grade will be given the PSAT Exam.

The policy further states the school must give advanced, written notice of any survey that may tend to inquire into the values, beliefs, or privacy of any student or family. Parents are permitted to observe this survey before administration. If a parent finds it's objectionable, he/she must, in written form, notify the school of their objection. The student may then be excused from completing the survey.

### ACTIVITIES

The following are the extracurricular activities at Fillmore Central High School, which are open to the student body, depending upon grade level. More detailed information is available in the Activities Handbook section.

Basketball	FFA	Speech	Girls' Softball
Cross Country	FBLA	Track	Student Council
Football	Jazz Band	Mock Trial	Golf
Volleyball	L Street Singers	Close-up	One Act
FCCLA	Quiz Bowl	Cheerleading	Wrestling
National Honor Society			

HOMECOMING, JUNIOR-SENIOR BANQUET, PROM AND OTHER SCHOOL DANCES  
Annually, one of Fillmore Central's home fall football games is designated as homecoming. A homecoming King and Queen are crowned. In the spring season, the Junior-Senior Banquet and Prom is held. All students attending school dances could be subject to a breathalyzer test before being allowed entrance. This is to ensure that the students are afforded a safe and alcohol-free environment. Individuals in good academic/behavioral standing and are freshman through 20 years of age are eligible to attend Fillmore Central High School sponsored dances.

## ATTENDANCE

### Regular Attendance

**School begins at 8:10 AM and ends at 3:35 PM.** By being in attendance at school allows students to learn more, meet the standards for "regular" attendance as specified **by state law statute 79-209 and Fillmore Central Board Policy #5100** and establish a record many employers consider in hiring. Both absences and tardies are recorded on a per period basis and become a part of each student's disciplinary record. Such records are held five years after graduation.

### Absences

A note or a telephone call from a parent or guardian prior to or within three days after the student's return to school is necessary to have excused absences. Supporting documentation is required for a "Verified Placement" Absence (See Below).

According to Nebraska Statute 79-209 and Fillmore Central Board Policy #5100 states that a student who accumulates more than five (5) unexcused absences per semester or more than twenty (20) absences, including at least one (1) unexcused absence, in a school year is "excessively absent."

FCPS Board Policy #5100 requires that in a case where a student has accumulated five (5) days of unexcused absences in a semester, or the hourly equivalent, the parent/guardian will be contacted concerning absences from the principal or his designee.

In any case where a student has accumulated twenty (20) days of absenteeism in a school year, and any of the absences are by choice (unexcused), then the building principal or his designee shall initiate a series of events to determine if a case of truancy or excessive absenteeism exists. Such a process must include a meeting held between school officials and a parent/guardian of the student. If the determination is made that a case of truancy or excessive absenteeism exists then the building principal or his designee will attempt to work with the student and their family to bring about acceptable resolution to the problem. In cases where a student's attendance continues to be an issue beyond the attempted resolution of the problem, the building principal or his designee shall notify the county attorney's office and request that the issue be investigated. Absences due to Verified Placement may be excluded from this calculation.

**VERIFIED PLACEMENT:** Absences caused by illness or injury and **verified** by health personnel such as a doctor, dentist, or counselor will be viewed as verified placement and will not count toward the student's number of absences. Court appearances and probation meetings may also be **verified** by having the verification form signed and returned to the principal's office. Furthermore, students placed on out-of-school suspension, or in an institution to modify behavior or to change a student's residence, as long as an educational program is continued, are absences that will not count toward the number of days a student is absent from Fillmore Central Senior

High, if the student continues in an educational program. The verification form must be a written verification from the person responsible for treatment, specifying the amount of time the student will be or has been absent from school due to the condition of the student's health and/or behavior. Juniors and Seniors will be granted four days total of verified placement for college or military testing, and for college visits during their Junior and Senior years. (Verified Placement forms are available in the office).

**EXCUSED ABSENCES** caused by illness, injury, dental or medical appointments **not** verified by a doctor, dentist, counselor; family bereavement, family gatherings which require total family involvement, (i.e. weddings by prior parental permission only), family emergencies, family vacations (while permitted, vacations during the year are discouraged), court appearances, meetings with a probation officer; driver's license (maximum time allowed is ½ day), working at home or for employer (by prior parental permission only), college visitations (by prior parental permission only), justified 4-H or State Fair activities, special religious observances recognized as crucial to the religion. (EXCUSED ABSENCE LIMITATIONS PER TERM: **TEN PER CLASS FOR SEMESTER/TWENTY ABSENCES PER SCHOOL YEAR**).

**ACTIVITY ABSENCE:** All activities or events sponsored by the Nebraska School Activities Association and/or events sanctioned by Fillmore Central Public Schools carry the following attendance stipulations:

1. In cases of Fillmore Central Public School's involvement at the activity, all Fillmore Central Senior High participants, team members, and student managers in the activity will be dismissed to attend (subject to the discretion of the coach, director, supervisor, activities director, or student managers).
2. In activities where Fillmore Central Senior High students are participating, students other than those involved may be dismissed to attend provided:
  - a. the student presents a note from his/her parent/guardian and obtains a pre-destined form from the principal's office at least two (2) days prior to the event
  - b. the event is state event sanctioned by the NSAA.
  - c. the student choosing to attend must not have exceeded the attendance threshold and be in good academic standing.
3. In extreme emergencies other arrangements may be made by contacting the principal's office.

The absence will be unexcused if the previous mentioned criterion is not met.

**UNEXCUSED:** Absences are classified as unexcused if the student leaves school without checking out of the principal's office, forge excuses, oversleeps without a legitimate reason (maximum of one per semester even if reasons are legitimate), or failure to bring a note from a parent/guardian or to have a parent/guardian telephone the principal's office giving the reason for the absence within three days after the student returns to school. (UNEXCUSED ABSENCE LIMITATIONS PER SEMESTER: ONE PER CLASS. EACH UNEXCUSED ABSENCE WILL RESULT IN DETENTIONS. STUDENTS WHO ARE UNEXCUSED WILL MAKE-UP DOUBLE THE AMOUNT OF TIME THEY LOST DURING THE WEEK IN DETENTION. IF

A STUDENT ACCUMULATES TWO UNEXCUSED ABSENCES, THAT STUDENT MAY FORFEIT THE CREDITS FOR CLASS(ES) INVOLVED.

**VERY UNUSUAL:** Absences, not covered above, caused by circumstances beyond the student's control and deemed appropriate by the principal shall be excused.

#### FORFEITURE OF CREDIT

**In order for a student, to obtain credit, the student must not have more than ten (10) absences per semester. (UNEXCUSED ABSENCES are prohibited.)** If a student exceeds the limit of ten (10) **EXCUSED ABSENCES** he/she has three options available.

1. Remain enrolled in class **without** earning credits. (The appropriate grade is issued even though credit is denied.)
2. File a written appeal with the principal-appointed Committee on Absenteeism requesting an "extension of absences". Should this committee deny the student's request, an appeal may then be made to the Superintendent who would hold a hearing at a time mutually agreed upon by both parties.
3. Should the Superintendent deny the student's request, an appeal may then be made to the Board of Education who would hold a hearing at a time mutually agreed upon by both parties. All appeals must be made jointly (parent/guardian and student) and presented within seven (7) days of the notification of forfeiture of credit. The granting of semester credits is at stake. A denial of credits issued, results under this option.

If appeals to the Committee on Absenteeism, the Superintendent, and the Board of Education are unsuccessful or if no appeal is made, the decision will be final. The Committee on Absenteeism may implement solutions outside of this policy that encourage good attendance while keeping a student's credited status in question.

Notices of attendance will be mailed or emailed to parents/guardians after the **fourth, sixth and eighth EXCUSED** absence.

#### TARDINESS (SCHOOL AND NON-SCHOOL)

If a student is not in the appropriate room as assigned when the bell rings (after a "passing period") because he/she was detained by a school official, it is the responsibility of that student to obtain a pass from that official explaining the reason for his/her tardiness. Such a tardy is a "school tardy" and will not count against a student. All other tardiness will result in corrective action.

**During passing time, no student is permitted to leave the high school building unless it has been approved by the principal's office.**

**Tardies - Any student who arrives late to school, regardless of the reason, must report to the office. Students arriving 1-15 minutes late will be counted as tardy.**

## MAKE UP WORK

When students know ahead of time an absence will occur, it is the students' responsibility to secure homework assignments from the teachers and, when appropriate, to complete all work for that teacher **before the day the student is to be absent**. The Principal reserves the right to examine each case individually.

When students return to school from an unanticipated absence, it is the students' responsibility to clear the absence in the office, secure missed assignments, and complete all missed work as assigned by the classroom teacher(s) involved. For each day a student is absent, he/she will be given two days to make up all work missed. In cases of extended periods of absence, for example, serious illness, extensions may be granted by the teacher or the principal for completion of the work. The student is responsible for all materials missed.

## MISSING ASSIGNMENTS

The high school will continue to use the ICU database to communicate with parents on missing assignments. ICU is an academic support system for students and a communication tool for teachers and parents. Students are entered into the ICU system when an assignment is not turned in on time. This tool can also be used to communicate assigned work when a student is absent from the class. An email and text message will be pushed out to the parent contact information that is listed in powerschool or has been shared with the school. The ICU system compliments our current GFL policy.

## ACCIDENTS

It is the responsibility of each student to report any injury or accident to a teacher or to the office, as soon as possible, following an accident. **If medical treatment is required, the accident report form must be completed within 24 hours of the accident.**

## SCHOOL CLOSINGS

In the event that weather prohibits the holding of school or in case parents desire to come after students when adverse weather occurs, the school closing notice will be given to radio and TV stations in Lincoln and Omaha.

School cancellation of classes, activities and events will be announced through the automated calling system and posted on the Fillmore Central website, [www.fillmorecentral.org](http://www.fillmorecentral.org).

## ARRIVAL AND DEPARTURE AT SCHOOL

Students **must** check out in the Principal's office before leaving school for any reason. This includes work release and elementary mentoring.

**Students detained after school for disciplinary reasons must arrange for their own transportation home from school that day.**

Students driving to school are to park their vehicles in the proper places and in a proper manner immediately upon arrival in the morning and at noon. Students who find it necessary to drive regularly during lunch are to park their vehicles immediately upon return. On the grounds, cars are to always be driven in a safe manner without quick acceleration or high speed. Speed limits are posted, please observe them. Students driving illegally on a school permit will be referred to law enforcement officers.

Failure to follow the above directions or failure to operate the vehicle in a safe manner will result in the notification to parents of their child's driving incident and the operator losing his/her open campus privilege for a period of one week.

### CLOSED CAMPUS

Under no circumstances should students, grades 9-11, be permitted to leave during regular school hours, including noon, without notifying the Principal's office. Fillmore Central has a fully equipped cafeteria where students may purchase their lunch or may eat sack lunch brought from home. Students are expected to remain in school or on the school grounds – excluding the parking lot – from the time they arrive in the morning until dismissal in the afternoon. A permit-to-leave the building form from the office is required before a student may leave the school during the regular school day. Students shall not be in the halls adjacent to classes in session. Occasionally, parents may take their student to lunch but with prior permission only from a school official. Seniors will need to be academically eligible in order to leave campus. In addition, students who are habitually tardy, have excessive absenteeism and 2 or more ICU assignments may have their open campus privilege revoked or suspended for a period of time as determined by the principal.

## USDA Nondiscrimination Statement (Continued)

**For all other FNS nutrition assistance programs, State or local agencies, and their subrecipients, must post the following Nondiscrimination Statement:**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

## CONDUCT

### BEHAVIOR POLICY

The attainment of school goals and the assurances of the rights of all students to learn require the cooperation of all students, parents, teachers, administrators, and support staff. Primarily students are responsible for their own behavior. When behavior is determined to be inappropriate to the goals of the school, the responsibility for changing that behavior is assumed by the student and parent. In general, a student should behave in such a way as to accomplish these goals:

1. A student should establish positive relationships with fellow students and all of the school staff.
2. A student should respect the learning climate in classrooms and in the rest of the school.
3. A student should respect other's property (including school property).
4. A student should obey instructions from staff members.
5. A student should respect himself/herself and take responsibility for actions in a mature manner.
6. A student should obey school rules.

Only through the support of students, parents, and the school will a student be able to achieve the mission of our community. All groups need to work together to understand and to cooperate for the benefit of the educational process for the students of our district.

### CONSEQUENCES OF BEHAVIOR

A part of maturing is the understanding there are always consequences for behavior, either positive or negative. It is a goal of the staff to find rewards for positive behaviors. When negative behavior occurs, it is also a goal for the staff to find appropriate negative consequences. These consequences should be legal in nature, appropriate, and educational for the student. If negative behavior continues, consequences will become more serious in nature. Consequences must match the seriousness of the behavior.

Generally, for inappropriate behavior, consequences will follow this order: warning, detention, daily suspension with parent conference recommended, short-term suspension (2-5 days) with parent conference required, long-term suspension (more than 5 days), or expulsion for the semester. Teachers and administrators may also use, but are not limited to, student contracts, counseling, SAT (Student Assistance Teams), or other measures that are legal and appropriate.

### STUDENT BEHAVIOR

It is impossible to list every situation in the student handbook, so administrators and teachers reserve the right to make decisions about behavior not listed here. In an attempt to clearly define the goals listed above, we have listed expected behaviors in specific situations. These guidelines apply in the classroom, in the school building, on school grounds, in attendance at all school functions, and on school buses. If questions arise, please feel free to ask our staff.

Students at Fillmore Central Senior High School will be expected to:

**1. Establish positive, friendly student-to-student relationships. Actions not acceptable include the following:**

- a. Aggressive, bullying behavior
- b. Overt acts of attention getting, thus disturbing others
- c. Acts of character defamation of fellow students
- d. Cheating or stealing
- e. Excessive acts of student affection in or on school grounds
- f. Acts of extortion, coercion, harassment or group ostracism in or on school property
- g. Acts of fighting in or on school property
- h. Use of foul language, obscene actions towards fellow students
- i. Acts of gambling in or on school grounds
- j. Displaying obscene literature
- k. Misuse of student passes
- l. Excessive, loud, disorderly conduct or behavior
- m. Displaying poor eating manners

**2. Establish positive, friendly student to teacher/administrator relationships. Actions not acceptable include the following:**

- a. Acts of defiance of teacher/administrator directives or authority
- b. Acts of disruption of the instructional process
- c. Acts of disrespect
- d. Stealing from staff members or the school district
- e. Acts of physical aggression toward teacher/administrator
- f. Acts of rudeness and poor manners
- g. Acts of retaliation
- h. Acts of lying or forgery

**3. Students should develop appropriate behavior in the classroom. Actions not acceptable include the following:**

- a. Talking while instruction is taking place
- b. Writing or passing notes during instruction
- c. Texting
- d. Sleeping in the classroom
- e. Moving about the room without permission
- f. Acts of noise-making that disrupts instruction
- g. Misuse of computer and Internet equipment according to Board policy #6315
- h. Watching movies on laptops during class time

**4. Students should develop appropriate behavior within the school building by:**

- a. Serving detentions within the prescribed time periods
- b. Being in the proper locations during school time
- c. Walking in the halls and having a pass in the halls
- d. Being in only designated areas
- e. Following attendance procedures
- f. Handing in required office forms
- g. Sitting on appropriate benches, desks, chairs in the building (not window ledges or table tops)

- h. Displaying only appropriate signs of public affection in the building (Displays of affection beyond holding hands during school are inappropriate and disruptive of the school's learning environment. Disciplinary steps will be taken to enforce this guideline by teachers and administration including warning and parental conference. Continued violations could lead to disciplinary actions.)

**5. Students must not bring to school or have in their possession items, which could reasonably be construed as constituting a weapon in any form (knives, guns, clubs, fireworks). Unlawful possession of a firearm on school ground. (LB 988)**

- a. Offense. Any person who possesses a firearm in a school, on school grounds, in a school-owned vehicle, or at a school-sponsored activity or athletic event shall be guilty of the offense of unlawful possession of a firearm on school grounds.
- b. Penalty. Under Sec. 8001. Of the Title VIII-Gun Free Schools Act "any student who is determined to have brought a weapon to a school under the jurisdiction of the agency shall be expelled from school for a period of not less than one year..."
- c. Exceptions. The offense of unlawful possession of a firearm on school grounds shall not apply to:
  - I. Armed Forces and Law Enforcement Officers
  - II. Adult Supervision for receiving instruction Gun Rack Rule.
  - III. Firearms contained within a private vehicle operated by a non-student adult which are not loaded and
    - (i) are encased
    - (ii) or in a locked firearm rack that is on a motor vehicle

**6. Students must refrain from all activities, which may result in the destruction of school property. This includes breakage, marring, or destruction caused by fire or smoke for which the student is responsible.**

VIOLATIONS OF THE ABOVE RULES ARE GROUNDS FOR SUSPENSION OR EXPULSION FROM FILLMORE CENTRAL HIGH SCHOOL.

### INITIATION &/OR HAZING

Unstructured INITIATION ACTIVITIES CANNOT BE PERMITTED. In the past some students have infringed on the rights of others. These activities definitely affect school performance adversely and cannot be tolerated. Violating this rule on or in the proximity of school will result in detention, after school sessions, or suspension.

### DISCIPLINARY PROCEDURES

Depending upon the behavior exhibited by the student, different disciplinary procedures are used. A description of each procedure follows:

#### **Detentions**

- 1. Detentions are held either in a teacher's room or another location designated by the appropriate teacher, as time specified by the teacher or principal. Since detentions are only assigned to students who **earn** them, students will not be allowed to make detentions up during their "free time". If students have "other plans", i.e., work, activities, ride the bus, etc., they are encouraged to adhere to all school policies.

2. Student detentions begin when the student is seated and working in the appropriate area. Detention generally will not begin after 3:40 p.m. If a student shows up after 3:40 p.m. without the teacher or principal approval, he/she will be asked to report the next day to detention and will serve one additional detention.
3. Detentions will be used to work on academic work, **immediately after school and last approximately forty-five minutes in length**. If a student does not bring work, the student may be assigned work.
4. Students will be silent the entire detention period. Students will not be allowed to leave detention to get a drink, go to their lockers, go to the restroom, etc. without the permission of the monitor.
5. Failure to attend an assigned detention, without prior approval of the teacher or principal, will automatically result in an additional detention assignment. Students may only serve three consecutive detentions. Infractions that result in more than three detentions may cause the students to be suspended, in-school, for one to five days.
6. Students waiting for students serving a detention are to wait outside the building or, if severe weather exists, just inside the entryway.
7. Students may be given a choice of making up the assigned detentions): (a) the day the detention is assigned or (b) the next day. **The principal and the involved teacher(s) reserve the right to void this option when reasonable.**

**Reasons a student may be sent to detention:**

1. Eating food or candy, drinking pop, etc., in a classroom without teacher permission. **During lunch, students are to keep all non-school food, candy, and pop outside the building.** If students fail to do so, such items will be confiscated.
2. Misuse of a pass slip. Any student who leaves a teacher's jurisdiction during any type of classroom activity must have a pass initiated by the teacher concerned. This pass is required to be returned by the student to the teacher who wrote the pass, before the period is concluded for the time that the pass was initiated. Pass slips to see another teacher may not be granted unless the pass slip is previously signed by the teacher to be visited and approved by the teacher whose jurisdiction the student is leaving. Pass slips to the office may be granted without approval of the office if the pass is judged by the teacher to be essential or is of an emergency nature.
3. Use of profanity.
4. Use of violent force and/or other coercive behavior.
5. Littering
6. Disrespectful behavior.
7. All non-school tardiness
8. Failing to check out at the principal's office before leaving school for any reason. While this does not include leaving for lunch, students must notify the office if they are not going to return after lunch.
9. Damage caused by students, whether intentional or by accident, will be repaired by all students involved as designated by the principal. Additional detentions may be assigned.
10. Inappropriate behavior or other infractions a teacher or the principal believe interfere with attaining the goals of the Fillmore Central Senior High. Disruption and/or violations of rules for classrooms, the hallways, the lunchroom area, and other areas may lead to the assignment of detentions.

## TOBACCO REGULATIONS

Fillmore Central High School is a smoke free campus. The use and possession of tobacco and any other form of tobacco or imitation, such as an electronic cigarettes, vapor pens, etc. on school property at any time is forbidden. Any student caught smoking or chewing tobacco or in possession of tobacco in the school building, on campus or during a school-sponsored activity may be suspended one to three days from school. Students will also be restricted from participation in activities.

## ALCOHOL AND DRUG REGULATIONS

All students will be required to sign a Drug-Free Form upon entering Fillmore Central Senior High School. The possession of or use of alcohol or drugs on school property or at school-sponsored activities is strictly forbidden. **Fillmore Central Public Schools is a Tobacco Free Campus.** Any student in possession of drugs or alcohol on school property or under the influence of drugs or alcohol during the school day or during school-sponsored activities will face suspension or expulsion.

Students failing to comply with these regulations and who are in violation of the law may be turned over to the proper legal authorities for investigation and appropriate legal action. Repeated infractions of regulations will result in the student being referred to the Board of Education for long-term suspension or expulsion.

## DISRUPTIVE AND CHRONIC NON-ACHIEVEMENT

The Fillmore Central Senior High School works toward making every student successful. Despite the best efforts of a school system, circumstances surrounding a student outside of school may prevent a student from being successful in every component of his/her educational program. Students with class work of such quality that they no longer have a chance to receive a passing grade for the semester shall be re-assigned to an alternative educational opportunity if they in any way detract from the learning of other students in the class. Prior to the re-assignment, parents will be presented with evidence of disruption and non-achievement. The principal or his/her designees are given the responsibility of re-assignment.

## BULLYING POLICY

Bullying type behavior is not to be permitted at Fillmore Central Schools. Bullying is defined as the intimidation or attempted intimidation of others by real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks towards another person. It may include, but not be limited to, actions such as verbal taunts, name calling and put downs, including ethnically-based or gender-based verbal put downs, and extortion of money or possessions. Any student who engages in bullying or harassing behavior on district property, in a vehicle owned, leased or contracted by the district being used for school purposes, or who engages in such a behavior at a school sponsored activity or athletic event shall be subject to disciplinary measures including short and long-term suspension and/or expulsion, as per board policy #5415.

## SEXUAL HARASSMENT POLICY

It is the policy of the Fillmore Central Public Schools to prohibit sexual harassment by students of any person in the school, not merely other students. It is a violation of this policy for any student to harass any person in the school by making any unwelcome verbal or physical sexual advances, requests for sexual favors, or other inappropriate verbal or physical conduct.

Fillmore Central's definition of bullying: Fillmore Central Senior High School defines bullying as: a desire to hurt or humiliate, actions or words that hurt or humiliate, a power imbalance, repetition (typically), an unjust use of power, a sense of being oppressed on the part of the target, gratification by the aggressor. Examples include but are not limited to: Persistent, unwanted joking and teasing; name calling; unwanted comments; disrespect for another person's property; leaving people out of activities; threatening people, gossip or rumors, sexting, making people do things they don't want to do, rating or ranking of personal characteristics.

Activities proscribed by the adoption of this policy include, but are not limited to, verbal harassment or abuse, pressure of any type of sexual activity, remarks of a sexually demeaning implication, and unwelcome touching. Additional examples could include such behavior as leering, joking, offensive remarks, which are not directed specifically at the person who feels harassed.

Sexual harassment is a punishable offense. Punishment may include in or out of school suspension or expulsion. Federal and Nebraska School Law make sexual harassment illegal.

### **What should you do if you are sexually harassed?**

Tell the harasser to stop! Misunderstandings happen, so the first step in stopping sexual harassment is to tell the person to stop! Say it clearly and firmly, "I didn't like what you did/said, and I want you to stop!"

If he/she stops, it's probably not sexual harassment.

If he/she keeps doing/saying it, it's probably sexual harassment.

### **If the harassment continues:**

Talk to your friends. It will help you feel better and prevents misunderstandings.

Write down everything that happened! Include where it happened, when and who else was there.

Avoid being alone with the harasser.

Report the incident to an adult. A parent, a trusted teacher, principal or school counselor can help you plan what to do next.

Have parents contact the principal. Parents may want to file a formal complaint if the harassment continues.

## BUS BEHAVIOR

Riding the bus is a privilege. To ensure the safe transport of all students on school buses, all of the school rules, as well as those designated specifically for transportation, will be in effect. Violation of these rules will be reported by the driver, to the school principal or designee who has the authority to suspend that student from bus transportation.

### INSTRUCTION FOR STUDENTS RIDING THE BUS

1. The driver is in full charge of the bus and students must obey the driver.
2. Students shall keep assigned seats at all times with arms and head inside of bus.
3. Anything that interferes with student safety such as fighting, profanity, abusive language, balls,

### **Possible Order of Consequences for Bus Offenses**

- |                         |   |
|-------------------------|---|
| 1 <sup>st</sup> Offense | Warning conference/Parent Contact by driver-Parent Contact by Transportation Director |
| 2 <sup>nd</sup> Offense | 1 day of bus suspension   |
| 3 <sup>rd</sup> Offense | 2 days of bus suspension/Parent conference with driver and Transportation Director    |
| 4 <sup>th</sup> Offense | 5 days of bus suspension/Parent conference with Principal                             |
| 5 <sup>th</sup> Offense | Suspension for remainder of the term  |

### **CHEATING**

Students caught cheating on tests, quizzes, or other required work will be reported to the principal and students will be given the opportunity to re-do the assignment. The teacher will notify parents/guardians, if a child is caught cheating. Repeated instances of cheating may lead to removal from class or other disciplinary action.

### **COMPUTER USE**

Fillmore Central Public Schools is sole owner of all computers, laptops and peripherals of the network. Computer usage is a privilege not a right. The computers are for education use only. They are not for student entertainment during the school day, which includes playing games, watching movies, and listening to music unless it is part of an assignment.

### **LAPTOP GUIDELINES**

1. Laptops should be put in sleep mode and placed in the laptop bag prior to moving them. Do not carry a laptop by the screen at any point.
2. Laptops should be brought to school every day fully charged, and they must be taken home every night.
3. Do not eat or drink near your laptop.
4. Do not place anything on top of or near the laptop that could put pressure on the screen. Do not leave anything on the keyboard, such as a pencil, which could break the screen upon closure. Also, do not poke or touch the screen.
5. Do not reveal your full name, phone number, home address, social security number, credit card number, or password to others.
6. If you inadvertently access a web site that contains obscene, pornographic or otherwise offensive material, notify a teacher or technology coordinator as quickly as possible. This is a responsibility and part of your adherence to the Fillmore Central usage agreement.
7. Comply with trademark, copyright law, and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher or parent. Plagiarism is a violation of Fillmore Central student policies. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music and text.
8. Students should maintain high integrity with regard to e-mail content. Always use appropriate language. Do not transmit language/material that is profane, obscene, abusive, harassing, or offensive to others.
9. Do not go to chat rooms or send chain letters without permission. No spamming is allowed. No private chatting or e-mailing during class without permission from your instructor.

10. Students should back up all of their work often. It is the student's responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. Students also have the option to create additional backups of their work using their CR-RW drives. Computer malfunctions are not an acceptable excuse for not submitting work.
11. Students are not allowed to play games, audio files, or videos of any kind on their computers during regular school hours, unless given permission by instructors and are part of an assignment.
12. Students aren't allowed to download audio files, video files, or games while at school.

\*\*\*The Computer Loan Agreement can be found at the back of this handbook.\*\*\*

Consequences of the above may result in loss of computer privileges as well being disciplined.

### FREQUENTLY ASKED QUESTIONS ON LAPTOPS

- **Will students' laptops be monitored by staff?**
- Laptops will be monitored in class to the same extent that students and materials are monitored by teachers now. Simple and effective classroom management practices by teachers will ensure that computers are being properly and effectively used during class time.
- District personnel will have access to each student's computer through electronic monitoring software. All computers will be periodically checked for inappropriate content or usage. An individual student's computer can and will be monitored as necessary.
  
- **Will students have the same laptops until they graduate?**
- As long as the computers aren't replaced by new computers through a new lease/purchase, students will use the same computer each year.
  
- **When/how will student computers receive software updates?**
- At the end of each year, students will check their computers back in to our tech. personnel. During the summer our technology personnel will "cleanup" the computer and perform any necessary maintenance and updates.
  
- **What about students/families who don't have internet access at home?**
- If a family determines that they need/want internet access in their home, they will be responsible for paying for and setting up any internet services for their home.
- There are "hot spots" in town that provide access to the internet through a wireless connection. The school parking lot will most likely be one of those places.
- Not all work will require the use of the internet. In many cases, tasks that require internet access could be completed at school. Many times, internet files that a student needs can be downloaded while at school and taken home. Examples would include PDF files, MPEG files, etc.
- Keep in mind that most of the tools that a student will need to use in completing assignments are the tools that are already on the computer's hard drive (Word, Power Point, Excel, iMovie, iPhoto, Garage Band, Keynote, Pages, Numbers, etc.).

- **What happens if the computer get's damaged and needs repaired?**
- There are basically two types of situations. Situation #1 relates to normal malfunction or accidental breakage. Situation #2 relates to negligence, vandalism, and intentional misuse/damage/breakage.
- Situation #1 – Repairs will be submitted to Apple approved technicians. Some or the entire repair could be covered bby an Apple warranty for faulty parts. The School District Protection Plan that parents can belong to by paying the \$40.00, or parents's personal insurance will cover any cost not covered by a warranty. First Incident is covered 90% through School District Protection Plan, 10% covered by parent/student. Second incident is covered 75% School District Protection Plan and 25% parent/student. The Third incident and beyond will be covered by parent/student completely.
  - In this situation, students will most likely be able to check out a “loaner” laptop computer to use while their computer is being repaired. The same rules, conditions, and policies apply to the use and care of the loaner computer while it is checked out to the student.
- Situation #2 – In a case where it is determined that the computer was lost, damaged, broken, vandalized due to negligence or an intentional act, the student/family will be responsible for the entire cost of either repairing or replacing the computer.
  - In this case, the student will most likely not be given a loaner computer. Further more, the student may have their laptop privileges permanently revoked or suspended for a specific period of time.
- **What are the actual costs to students/parents?**
- Parents will be required to pay \$40 for purchasing the self-insurance contract from the school. The replacement cost for a single computer is approximately \$735.
- **What if a family cannot afford to replace the laptop in cases where it is damaged outside of the warranty?**
- A student/family will be required to agree to and sign an insurance contract before being allowed to check out a computer. Students who do not purchase the \$40 insurance contract or signs a self-insurance waiver will not be allowed to check out a school laptop.
- Students will have their computer privileges suspended in cases where the student/family refuses or fails to pay their share of the repair cost.
- A student/family will be required to pay the entire repair/replacement cost in cases that involve a computer being lost or stolen. A student/family will be required to pay the entire repair/replacement cost in cases that involve the computer being vandalized or damaged/broken due to negligence or an intentional act. Replacement cost for a computer is approximately \$735. In these cases the student will not be allowed to have access to another computer until the cost for repair/replacement is paid in full. It is also possible that the student may have their laptop privileges permanently revoked or suspended for a specific period of time.
- **How will you address websites like Facebook?**
- We will be able to block inappropriate websites at school as students will have to use the school's network to access the web.

- Once students leave school, their use of the Internet would have to be monitored by parents. It should be noted that students who bring inappropriate content into the school with their computer will have their privileges reduced, suspended, revoked.
  
- **Will this keep costs down on future textbook purchases? Will students continue to use textbooks?**
- Students will continue to use textbooks in classes. Fillmore Central has started using online textbooks in some classes and will continue to grow in that path in the future.
  
- **Will software applications be compatible with Windows?**
- Some of them will.
  
- **Will the school provide parents the opportunity to learn about the students computer (hands-on, how-to, etc.)?**
- Incoming freshman and their parents attend a laptop orientation night the week of school starting to learn all about the student laptops. Parents are free to ask questions at that time.
  
- **What about the 5% of the parents that won't cooperate?**
  - No matter what a school does there are going to be a small percentage of people either (students or parents) that don't support it or openly come out against it. This does not mean that it isn't the right thing for the other 95% percent of our students. Students/parents who do not want to comply or participate simply will not have a laptop computer issued to them. These students will have to make use of school desktop computers while in school or personal computers while out of school, but will be expected to complete all assignments, with or without a laptop, as given by instructors.
  
- **Will the technology negatively impact students' opportunity to learn formal writing and speaking skills?**
- Absolutely not. The technology should dramatically enhance the teaching and learning of skills such as writing particularly because students will have the tools to consistently do more writing. Keep in mind that our curriculum (what we want our students to learn) will not change due to students having laptops. Our teachers will continue to ensure that our students are learning the skills that are necessary and will use the tools and methods that best support the learning and use of such skills. In some cases that might involve extensive use of a computer and in some cases it might involve little or no use of the computer.

• \*\*\*\*\* **FILLMORE CENTRAL QUESTIONS** \*\*\*\*\*

• **What if I already have a laptop? Can I use my own laptop?**

- No. The security and management of the network requires that all students use the same computers that are provided. It is also important for our students to have the same operating system, network connections, and software applications – this consistency is necessary for our teachers for assignments, expectations, etc.

•

• **Can I keep my computer over the summer?**

- No. The computers will be checked back in at the end of the year. This is necessary so our technology personnel can perform the necessary updates and maintenance. The same computer will then be checked back out to the student in the fall.

• **What will I do without a computer in my classes if my laptop unit is being repaired or replaced?**

- A limited number of “loaner” laptops will be kept on hand and can be checked out to students on first come, first-served basis. Students who do not have a computer because it is being repaired/replaced due to negligence, vandalism, or intentional act may not be allowed to check out a temporary replacement computer.

• **What if I want to purchase additional software in addition to the available software provided by Fillmore Central, is that allowed? Will school staff install it for me?**

- No. The only software that is allowed on the computer is what is provided by the school district and installed by Fillmore Central technology staff. Installing software in addition to what is provided by Fillmore Central (this includes operating systems) is not allowed and only Fillmore Central technology staff are allowed to install software/updates on student laptops.

• **Will there be facilities to backup the files I create on my laptop?**

- The school will provide a file server where each student has a limited amount of space to save school files. Students are responsible for managing the storage of their files. It is possible that the student files be purged each year so it is recommended that students use a flash drive or external hard drive to keep any files from year to year. Each year there is a new lease on the laptops. They will start out fresh with no student files, so any files that the student wants transferred over, they will be responsible to taking care of that. The school will not be doing that.

**The laptop battery will be replaced by the manufacturer for defects. Fillmore Central will pay for the replacement of any battery that has come to the end of its natural life. Students will be responsible for paying to replace any battery that is lost, stolen, or damaged due to their negligence, vandalism, or intentional act.**

**How much will it cost to replace accessories or repair damage to my laptop?**

**Accessories**

Bag – Up to \$49

AC Adapter & Power Cord - \$79.00

**Repair costs**

Liquid spills:	\$774.95
Cracked Screen:	\$483.95
Cracked Screen and damage to case:	\$649.95
Top Case with keyboard assembly:	\$205.95
Top Case with Screen	\$649.95

**Damage to the metal case usually causes internal damage and results in a repair of \$774.95**

**If they have school insurance the first incident is 10% of cost, the second is 25% of cost, and the third they are responsible for the entire cost of repair. Prices may vary.**

**ACCEPTABLE USE POLICIES FOR ONLINE SERVICES  
FILLMORE CENTRAL PUBLIC SCHOOLS  
2021-2022**

Fillmore Central is committed to the use of technology to prepare students for a world of digital technology and expand learning opportunities. The use of technology facilitates global collaboration, which is a vital skill for 21<sup>st</sup> century learners in their preparation for college or the workforce. Students at the high school will utilize laptop computers on a wireless network that will provide students with immediate access to online resources, local network resources and other materials essential to an enhanced learning environment.

With the issuance of each laptop also comes the need to establish rules, policies, and regulations that will govern the use of laptop equipment. These issues range from the need to protect students' access, to care and maintenance of laptops. Each student will have an option of being issued a laptop for their use. Before a computer is issued, students and parents must attend an evening workshop that will allow our staff to share important information. For those students registering during the year, a laptop will be issued as part of the registration process.

Technology immersion does not diminish the role of the instructor. On the contrary, laptop computers transform the instructor from a director of learning to a facilitator of learning. In preparation for this instructional advancement towards student learning, staff members have gone through extensive technology training.

Establishing this new environment for such learning takes careful planning and consideration. It is our hope that the information provided in the guidebook will be useful information for students and parents alike. This policy is not meant to be all-inclusive but will remain a work in progress as the 21<sup>st</sup> century initiative develops in the years to come. The key to the success of this program lies with all parties; students, parents and staff. It is our hope that this program will enhance student learning and will benefit the needs of all students at Fillmore Central.

**E-Mail**

- E-mail during class is prohibited unless authorized by faculty or administration.
- Students should always use appropriate language in their e-mail.

- E-mail services provided by the school are to be used only for the exchange of appropriate information.
- No inappropriate e-mail is allowed including derogatory, obscene, or harassing messages. E-mail messages of an abusive or harassing nature will be regarded as a violation and will be subject to disciplinary action.
- Chain letters of any kind and spam are prohibited. Chain letters are defined as any e-mail message asking you to pass information or messages on to other individuals or groups via e-mail.
- Students are prohibited from accessing anyone else's e-mail account without first receiving explicit permission from the account holder.
- E-mail etiquette should be observed. In general, only messages that one would say to the recipient in person should be written.
- Only approved mail programs may be used for student mail.
- School e-mails addresses are not to be given to ANY websites, companies, or other third parties without the explicit permission of a teacher or administrator.
- The school reserves the right to search and read e-mail as deemed necessary.
- Only school-related attachments may be sent on school e-mail systems.

### **Chatting and Blogging**

- Instant messaging is prohibited on campus except as part of an assigned, in class activity that is supervised by faculty or administration.
- Blogging done on campus is for academic purposes only.
- Participation in chat rooms during school hours is prohibited during the school day, except as part of an assigned, in-class activity.

### **Audio and Video**

- Audio on computers should be turned off unless required for the activity being conducted.
- Listening to music aloud is not permitted during class or homeroom.
- The use of laptops to watch movies and DVD videos is not permitted during the school day.
- Any audio or video recording may be conducted only with prior permission of all parties being recorded.
- Sharing music (including iTunes) over the school network is strictly prohibited and is subject to disciplinary actions.

### **Games**

- Games are not permitted during school hours except as part of an assigned, in-class activity.
- The school reserves the right to remove any game from a school computer that is considered inappropriate.
- Games that are not allowed to be played over the school network.
- Games that include violence, adult content, inappropriate language, and weapons are not to be installed or played on school laptops.
- Screensavers that include gaming components are not allowed.

## **Laptops**

- All laptops are expected to be in good working order at all times. Laptops should be charged each evening. This will provide students with a laptop that is fully charged for each school day.
- Student laptops must not be left unattended at any time. If a laptop is found to be unattended, it will be turned in to Mr. Dahl.
- Laptops must be carried and transported appropriately on campus. They should be carried in their cases from class to class. Failure to close the lid before transporting could damage the hard drive and result in permanent loss of data. Note: Students are entirely responsible for backing up their own data. Lost or damaged data is not the responsibility of the district.
- No food or beverage should be in the vicinity of the laptop. Laptops may not be used in the cafeteria, during lunch.
- Laptops should be handled with respect and care. Inappropriate treatment of school laptops is not acceptable.
- Laptop and laptop bags are not to be written on, to have stickers applied to them, or to be defaced in any way.
- Students are not allowed to create any bios passwords on the laptops (bios passwords are set through the computer's hardware and are not the same as regular passwords).

## **Network Access**

- Students must not make any attempt to access servers or network information that is not open to the public.
- The utilization of proxy avoidance IP numbers and program is strictly prohibited.
- Student may not use the school network for personal or private business reasons.
- Students are not to knowingly degrade or disrupt online services or equipment as such activity is considered a crime under state and federal law. This includes tampering with computer hardware or software, vandalizing data, invoking computer virus, attempting to gain access to restricted or unauthorized network services, or violating copyright laws.
- Fillmore Central is not responsible for damaged or lost data transferred through our network or stored on laptops or file servers.
- Students are prohibited from installing and using VPN's to bypass the network filter.

## **File Sharing**

- File sharing is the public or private sharing of computer data or space. Any program that creates a point-to-point connection between two or more computing devices for the purpose of sharing data is considered file sharing.
- File sharing of any kind is prohibited both on campus and off campus. The only exception to this is when it is a specific assignment given by a faculty member.
- No file sharing software of any kind is to be installed on school computers including laptops. Examples of this type of software are Limewire, Bearshare, Kasaa, uTorrent, etc. Although these types of programs are software downloads, they automatically create file-sharing connections.

## **Internet Use**

- The Internet is a rich and valuable source of information for education. Inappropriate materials are available on the Internet but are strictly prohibited. These materials include items of a sexual or pornographic nature, extremist or militant materials, gambling, depictions of violence, images that are intended to be abusive or harassing, etc. Students must not access, display, or store this type of materials on their laptop.
- Information obtained through the Internet must be properly cited and in compliance with copyright laws. Due to the quickly changing nature of the Internet, a hard copy of referenced material is recommended.
- Students are required to give proper credit to all Internet sources used in academic assignments, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music or text.
- Plagiarism includes the use of any information obtained from the Internet that is not properly cited. Plagiarism of Internet resources will be treated in the same manner as any other incidences of plagiarism.
- If a student accidentally accesses a website that contains obscene, pornographic or other wise offensive material, they are to notify a teacher, technology coordinator or administrator as quickly as possible so that such sites can be blocked from further access. This is not merely a request but a responsibility.

## **Privacy, Use, and Safety**

- Students may not give personal information regarding themselves or others through e-mail or the Internet including name, phone number, address, passwords, etc. unless they are completely sure of the identity of the person with whom they are communicating. Frequently the identity of someone on the Internet is impossible to confirm, therefore, contact with such individuals is considered inappropriate and unsafe.
- Students are not to provide the e-mail address or other personal information regarding other students, faculty, and administration to anyone outside of the school without permission.
- Students must secure and maintain private passwords for network and e-mail use as well as laptop access. This is important in order to protect the privacy of each student.
- Fillmore Central respects the privacy of every student, faculty member, and administrator with respect to stored files and e-mail accounts. However, if inappropriate use including harassment or threatening e-mails are suspected the school administrator or technology coordinator has the right to view files in order to investigate suspected inappropriate behavior.
- The school will monitor computer activities that take place on campus during the school day including logging website access, newsgroup access, bandwidth and network use.
- Students are prohibited from using any method to obtain control of another person's computer through the use of their own computer.
- Students are prohibited from utilizing peer to peer networking or any method of file sharing between computers unless authorized by the technology staff.
- Students are prohibited from using laptops or any computer for acts of cruelty.
- Laptops that are provided by the school continue to be the property of Fillmore Central, and therefore the school has the right to view all content at any time.
- Any laptop used on the school network, even if privately owned, is subject to all policies and consequences of the Acceptable Use Policy including the right to view the content of the laptop at any time, the right to remove content from the laptop, and the right to retain the laptop in the school's possession if there is an inappropriate infraction.

## Copyright

- Unauthorized duplication, installation, alteration, or destruction of data programs, hardware, or software is prohibited.
- Data, programs, hardware, software, and other materials including those protected by copyright may not be transmitted or duplicated.

## Consequences

- The school reserves the right to enforce appropriate consequences for the violation of any section of the Acceptable Use Policy. Such consequences could include the loss of the use of the computer for an amount of time determined by the administration and members of the technology department, possible disciplinary action and/or legal action. These consequences apply to students participating in the 21<sup>st</sup> Century program at Fillmore Central as well as to students who own their own laptops and use them on campus.
- Computers found with illegal or inappropriate software or materials will be reimaged and removed from student possession.
- Students are to report any known violations of this agreement to appropriate administrative staff members. Random checks of student laptops will be conducted throughout the year to ensure that these policies are being followed.

Fillmore Central Schools takes no responsibility for activities conducted on school computers or materials stored on computers, laptops, or the school's network.

Students are required to adhere to all provisions and conditions set forth in this Acceptable Use Policy. Any violations of this policy will result in disciplinary action, loss of laptop privileges, and possible legal action. Students are to report any known violations of this Acceptable Use Policy to appropriate administration or technology coordinator. Fillmore Central Schools takes no responsibility for activities on school computers or materials stored on computers or the network.

## DRESS CODES AND EXPECTATIONS

Fillmore Central High School has adopted the following policies regarding dress attire. In instances where students make an error in judgment concerning dress and/or whose clothing detracts from the education process, they will be asked to report to the principal's office to discuss the situation and for appropriate action to be taken.

Examples of violations:

- Clothing or jewelry that is gang related
- Clothing that shows an inappropriate amount of bare skin or undergarments (midriffs, spaghetti straps, sagging pants, excessive holes and tears)
- Clothing or jewelry which displays advertisements for products not available to the student by Nebraska law (drugs, alcohol, tobacco, gambling, promotion of violence)
- Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage horseplay
- Headwear, including hats, caps, bandanas, hoods, scarves are prohibited during the school day.

- Clothing or jewelry which exhibits nudity, makes sexual references or carries double meanings.
- Inappropriate or distracting markings or tattoos as determined by the administration.

**Students that fail to wear appropriate clothing will call parents at home /work so appropriate clothing can be brought to school.**

## CONSEQUENCES FOR DRESS CODE VIOLATIONS

**All violations of the dress code will receive a referral for the first offense. Possible consequences are outlined as:**

1. First Offense: Warning, parent contact and removal from class until parent is contacted and appropriate clothing is secured.
2. Second Offense: Immediate detention and parent contacted to bring appropriate clothing.
3. Third Offense: Immediate detention, parent meeting and appropriate clothing brought by parent.

## GUM/CANDY CODE

Candy and pop should be used only in appropriate and designated areas of the building. Given certain activities, teachers may prohibit gum use for the duration of that particular activity. Should the building begin to deteriorate due to this practice, the principal is charged with the responsibility of banning all gum use. This privilege requires every student's cooperation.

## STUDENT PARKING AND DRIVING

Use of the school parking lot is a privilege extended to students. **Vehicles, which are improperly parked, may be towed away at the direction of the administration and at the expense of the owner or driver.**

Seniors are to park in the first and second row; Juniors, Sophomores and Freshman will park in the remaining rows.

All state and local traffic regulations shall be observed on school property. Failure to do this may result in loss of the driving privilege on school property.

## SUSPENSION

Suspension may be either in school or out-of-school. In-school suspension may be used for first offense violations and for situations, at the discretion of the principal. Out-of-school suspension will be used in all instances calling for suspension, as well as flagrant first-time violations.

In-school suspension will be determined by the principal's office and the student remains in the designated place of suspension until the principal approves the student's dismissal. The student will receive credit for any daily work that other students may be graded on. Students may take tests for credit under the supervision of the principal or his designee. All students serving in-school suspension will adhere to the following rules:

1. The student must have work to do relating to courses of study.
2. The student must remain in a designated place of suspension until dismissed by the principal.
3. The student will not talk to anyone without approval by the principal.

4. The student may eat lunch (the student will not be allowed to leave the building for lunch) and use the restroom facilities during a 20-minute period designated by the principal.

Violation of In-school suspension rules may result in detentions, longer in-school suspensions, or out-of-school suspension.

#### SHORT-TERM SUSPENSION (one to five days)

Any student may be excluded from the Fillmore Central Senior High School for a period of time not to exceed five school days in the following circumstances provided the suspension is assigned under the guideline provided by Nebraska Student Discipline Act:

1. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health and safety of the school community.
2. If the student conduct presents a clear threat to the physical safety of him, her, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education. Some of the activities or behaviors that could result in a short-term suspension are as follows:
  - A. Possession or use of tobacco on school property or at school sponsored activities (first offense, suspension from school for 1-3 days).
  - B. Refusal to comply with reasonable standards of behavior established by teacher or building administrators.
  - C. Use of abusive language.
  - D. Vandalism of property belonging to the school district, staff, or students;
  - E. Fighting
  - F. Theft or pilferage of property belonging to the school district, the staff, or students.
  - G. Committing any other act or becoming involved in any other activity, which disrupts the normal educational opportunities for other students, i.e. cell phones, Ipods, tablets, sexting, etc.
3. Conduct constituting grounds for expulsion or long-term suspension as set out in Nebraska Law.
4. Such short-term suspension shall be made only after the administrator has made an investigation of the alleged conduct or violation and has determined that such suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes. Before such short-term suspension shall take effect, the student shall be given oral or written notice of the charges against him/her and an explanation of the evidence the authorities have. He/She shall have the opportunity to present his/her version of the incident. The administrator shall, as soon as is reasonably possible following the suspension, send a written statement to the student, the student's parents/guardian, describing the student's conduct, misconduct or violation and the reasons for the action taken. The administrator shall make a reasonable effort to hold a conference with the parents/guardian before or at the time the student returns to school.

#### LONG TERM SUSPENSIONS AND EXPULSION (five to twenty days or more)

Long-term suspensions shall mean the exclusion of a student from attendance in all schools within the Fillmore Central Public School System for a period exceeding five school days but less than twenty school days. Expulsion shall mean exclusion from attendance in all schools within the system for a period of time not to exceed the remainder of the semester in which it took effect.

The following student conduct shall constitute grounds for a long-term suspension or expulsion subject to the procedural provisions of Nebraska State Law when such activity occurs on school grounds or during educational function or event off-school grounds:

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 private or school property, stealing or attempting to steal private or school property of substantial value or repeated damage or theft involving private or school property of small value.
3. Causing or attempting to cause physical injury to a school employee or to any student. Physical 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 ordinarily or generally considered a weapon.
6. Engaging in the unlawful possession, selling, dispensing, or use of controlled substance or alcoholic liquor (See Alcohol and Drug Rule).
7. Public indecency as defined in section 28-806, except that this subdivision shall apply only to students at least twelve years of age but less than nineteen years of age.
8. Sexually assaulting or attempting to sexually assault any school employee or any student 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 the school employee or student. For conduct described in this subdivision, including sexual assaults or attempted sexual assaults which occur off school grounds not at an educational function or event, if the student attends the same school as the victim attends or is employed by, the student may be subject to mandatory reassignment to another school within the system and the mandatory reassignment may be in addition to long-term suspension or expulsion for purposes of this subdivision, sexual assault shall mean sexual assault in the first degree and sexual assault in the second degree as defined in sections 28-319 and 28-320, as such sections now provide or may hereafter from time to time be amended.
9. Engaging in any other activity forbidden by the laws of the State of Nebraska and constitutes a danger to other students or interferes with school purposes.
10. A repeated violation of any rules and standards validly established pursuant to section 79-292 if such violations constitute a substantial interference with school purposes.

#### HEARING PROCEDURE

When, in the opinion of the school administration, a student has been involved in an incident, which would result in long-term suspension (more than 5 days), or expulsion from school, the procedure for a hearing, if requested by the student, shall follow the requirements, of public laws 79-262 through 79-292. Briefly stated the provisions of those laws are:

1. The student's right to request a hearing within five to thirty school days before a hearing examiner. The hearing examiner will be any non-involved person as designated by the school's superintendent or Board of Education.
2. The hearing will be scheduled within two school days after it is requested.
3. The student has the right to counsel during the hearing.
4. The hearing examiner will report his findings.

5. A review shall be made of the hearing examiner, the determination by the superintendent, who may change, revoke, or impose the sanction recommended by the hearing examiner but shall not impose a sanction more severe than that recommended by the hearing examiner.
6. The student's right to appeal the hearing examiner's decision within seven school days to the school board.

#### STUDENT RESPONSIBILITY FOR REPORTING THREATS OF VIOLENCE

Every student has the responsibility to report immediately any threat of violence, suicide, or abduction to the building principal or a teacher. Any student having knowledge of such information without reporting shall be subject to disciplinary consequences as deemed appropriate by school administrators.

Any student, upon receiving information that a person is threatening to commit an act of violence, shall:

1. Assume the threat is serious
2. Immediately report the threat to a teacher, the building principal, or other school administrator if the principal is unavailable.
3. Be available and cooperative in providing a statement of information
4. The information source (student) will remain anonymous to the greatest extent possible.

#### SAFETY DRILLS

Safety drills will be conducted periodically to include: fire, bus, tornado, lockdown, lockout, evacuation, shelter and hold. Each classroom will have posted the appropriate route and procedures for each drill. All drill should be treated as actual events.

#### FUND RAISING

The Principal and the Activities Director, prior to the occurrence, must approve all fund-raising drives. Off-site fund-raisers may be advertised on school grounds after receiving approval by the building Principal.

#### GRADES, MARKING, AND REPORTING GRADES AND GRADE REPORTS

Grades will be automatically figured, assigned and reported to students and parents at the end of each quarter of the school year. Students and parents are encouraged to obtain procedures, requirements and expectations from individual teachers to insure understanding about how grades are figured. Grade reports may be withheld at the end of each semester if fees and/or fines are owed at school

# FILLMORE CENTRAL PUBLIC SCHOOLS

Updated 3/7/2014

## FCPS Grading Policy

### G R A D I N G   P H I L O S O P H Y

*The primary purpose of grading is to summarize and to communicate, as accurately as possible, the academic performance of students to families, to educators, to employers, to post-secondary institutions, and to the students themselves. A grade should only reflect what students know and are able to do in a course of study as measured against pre-determined standards and criteria after they are provided an opportunity to learn.* Therefore, formal grading and reporting are to be primarily based upon individual performance on summative, standards-based assessments, after students are provided the opportunity to learn. Non-academic factors such as attitude, attendance, behavior, and work completion are valuable and should be communicated to others, but such factors shall not factor into the methodology for determining individual grades. We strive for summarizing and communicating student performance in a manner that is fair and accurate. Increasing the fairness and accuracy in our approach to grading will also raise the level of awareness and accountability for learning for our students, parents, and school alike. Some classes may be graded as pass/fail. If so, they will be expected to adhere to the FCPS Grading Policy.

### F I N A L   G R A D E   R E P O R T I N G   S C A L E

A   93 - 100	C+   81 - 84	D+   73 - 76
B+   89 - 92	C   77 - 80	D   69 - 72
B   85 - 88		F   0 - 68

*A 'Missing' will be recorded in the student-data information system for any summative task for which a student does not provide sufficient evidence for assessing and evaluating learning or performance. Students will have until the last Monday of each quarter to complete any summative task. After this date, student, teacher and building administrator must agree upon a scheduled testing time prior to the end of the quarter. All recorded 'Missings' will be converted to a grade of zero (0) at 8 AM on the final day of the quarter, except for cases deemed appropriate by the building principal.*

### G R A D E   C A L C U L A T I O N   \*   W E I G H T I N G   \*   G P A   &   T R A N S C R I P T S

#### *Recording Individual Grades*

Individual grades shall be entered as a percentage grade or as total points in the student-data information system.

#### *Weighting*

A student's final grade will be based on a whole number % weight of formative and summative assessment categories.

The maximum formative assessment % is as follows:

- 3rd & 4th Grade X = 30%
- 5th & 6th Grade X = 25%
- 7th & 8th Grade X = 20%
- 9th & 12th Grade X = 20%

If a "comprehensive" semester exam is given, it will be recorded in the summative assessment category and shall not make up more than 20% of the category. The sum of formative and summative categories shall equal 100%.

#### *GPA Points & Transcripts*

Once final grades for the term are calculated, final grades will be recorded on transcripts and assigned GPA points using the following values:

A (4.0)	C+ (2.5)	D+ (1.5)
B+ (3.5)	C (2.0)	D (1.0)
B (3.0)		F (0.0)

## RE - TAKES & ABSENCES

### *Re-Takes & 2nd Attempts*

Students are allowed one re-take, or 2nd attempt, on any summative task, test, or project that does not include a presentation element, and that is not initially recorded as 'Missing'. Because student learning is our primary goal, students will be required to engage in a reasonable process of remediation, under the direction of the teacher, prior to being allowed a re-take opportunity. Projects that include a presentation element are expected to be presented on their due dates, in a classroom setting, and are not allowed a re-take. Such a process of remediation may include providing evidence that previously assigned formative work is satisfactorily completed.

Students are only guaranteed one re-take attempt per summative assessment; however, additional attempts may be granted at the discretion of the teacher. Any re-take must be completed during the quarter in which the original, summative assessment was assigned. For grade calculating and reporting purposes, 100% of the retake score will be used. Students will not be guaranteed a re-take opportunity in cases where the initial assessment was recorded as 'Missing.' **A re-take will not be allowed for semester tests or any summative assessment given during the semester testing period.**

### *Extra-Credit*

The use of extra credit is prohibited. Students wishing to improve their grade shall only do so through the process of remediation (which may require additional practice) and re-takes on summative assessments. Additional, formative work, which may be assigned as part of the remediation process, may be recorded in the appropriate formative category and used for formal grading purposes at the discretion of the teacher. However, students may not receive zeros or docked grades on incomplete, late, or missing formative tasks that are assigned as part of the remediation & re-take process.

### *Absences*

Students who are absent will have three school days (including the day they return) to complete any summative or formative tasks missed during their absence. Failure to complete the tasks will result in a 'Missing' being recorded into the student-data information system for each unfinished summative task; additionally, students will forfeit the right to any retake for each 'missing' summative item. The building principal may make exceptions where deemed appropriate (such as lengthy absences due to illness). Students who know they will be absent are encouraged to make up work before they leave.

## ASSESSMENTS , GRADING , & THE LEARNING PROCESS

### *Formative Assessments & The Learning Process*

It is fair, reasonable, and appropriate to base formal grades upon pre-determined, standards-based outcomes rather than the individual learning process used by individual students to work towards those outcomes. Because the learning process can be highly individualized from student to student, we feel that it is most fair and appropriate to determine final, individual grades based on individual performance towards the final outcomes in a particular course and not the individualized, learning processes used by students to reach those outcomes.

**Formative** assessments and activities usually take the form of homework, daily work, early drafts, or practice. These assessments and activities occur *during* the learning process and are used to facilitate, monitor, and adjust the process of teaching and learning. **Summative** assessments and activities often take the form of performances, demonstrations, tests, final drafts, or completed projects that take place *after*, or at the end of, the learning process. Because formative assessments occur *during* the learning process as a means of guiding the teaching and learning process, and because that process may be highly individualized for each student, we feel that the usefulness of formative assessments for formal grading purposes is limited. Summative assessments require students to demonstrate knowledge or skill and allow teachers to summarize student performance. Because summative assessments take place at the end of the learning process, we feel that they are the most appropriate assessments for determining true levels of student performance, which we then summarize and communicate as a final grade.

### *Valuing Formative Work & Feedback*

We want to stress to students and to parents the importance of completing all assigned work, regardless of the extent that it is used for formal grading purposes.

Formative activities are given less weight, or no weight, with regard to determining final grades. However, these activities benefit both the student and the instructor, and they are a necessary part of the teaching and learning process. These types of activities allow students to engage in the learning process, improve their performance, and practice newly learned skills. These types of activities are necessary for instructors to monitor student learning, provide students with constructive feedback, and differentiate instruction to meet the needs of individual students. The feedback that students should expect from completing formative activities is specific information regarding what they're doing well and how they can improve. By completing formative work and responding to teacher feedback, students will maximize their learning opportunities and reach their full potential.

### *Motivation For Completing Formative Work*

Students who fully participate in the learning process by completing formative work and implementing teacher feedback in their subsequent work will be more fully engaged in the learning process and are likely to demonstrate higher levels of learning. Higher levels of learning will lead to higher levels of performance on summative assessments. Higher levels of performance on summative assessments will directly translate into higher grades.

## INCOMPLETES

Students will have until the last Monday of each quarter to complete any summative task. After this date, student, teacher and building administrator must agree upon a scheduled testing time prior to the end of the quarter. All recorded “Incompletes” will be converted to a grade of zero (0) at 8 AM on the final day of the quarter, except for cases deemed appropriate by the building principal.

## ACADEMIC RECOGNITION

The Fillmore Central Senior High School believes it is important to recognize its students for their academic achievements. Fillmore Central Senior High School will recognize its students with two specific types of academic recognition.

### **Honor Roll of Distinction:**

In order to qualify for the Honor Roll of Distinction, a student must achieve an average for the grade-reporting period of at least 3.66. All classes will be considered for the Honor Roll of Distinction.

### **Honor Roll:**

In order to qualify for the Honor Roll recognition, a student must maintain an average for the grade-reporting period of at least 3.25.

## ELIGIBILITY

In order to be eligible for extra-curricular activities, students in grades 9-12 cannot be failing two (2) or more classes. Students failing two (2) or more classes will be declared ineligible and will not be allowed to participate in any interscholastic activity sponsored by Fillmore Central High School. Beginning the third week in each semester, students that are failing a class, based upon their semester to-date grade, will be reported to the high school’s lead secretary on Friday morning at 8 a.m.; for the purpose of determining student eligibility. Students will be ineligible starting the following Monday at 12:01 AM through the following Sunday at 11:59 PM. Students will be notified by their classroom instructor for doing failing work, as well as parents will be receiving a letter indicating whether their child is on the down list. Students are expected to practice with their team during this time frame and attend activities as a spectator. For a student to be eligible at the beginning of a school year, he/she must have passed a minimum of 20 credit hours, as per the NSAA, from the preceding semester.

## PARENT TEACHER CONFERENCES

Fillmore Central High School will host Parent-Teacher Conferences twice during the school year. The date, time, location and other information will appear in school calendars and newsletters. In addition, Parent-Teacher Conferences may be arranged anytime during the year at the request of either the parent or the teacher. To arrange a parent conference, call the principal’s office (759-3141).

## CREDITS AND REQUIREMENTS FOR GRADUATION

Students may choose a course of study that prepares them for college or to be contributing members of society after high school. Students must earn 250 credits to graduate. Seniors must enroll in a full schedule and earn a minimum of 55 credits their senior year unless parents, counselor and principal grant special permission. Exceptions may be made for students enrolled in special programs.

English	English I English II English III or Applied Communications I for Juniors English IV or Applied Communications II for Seniors A total of 4 years of English is required.
Social Science	Three classes of Social Science are required, and must include American History and Government. Geography, World History, Psychology, Sociology, Modern History and Economics are also offered.
Math	Three classes of Math are required and students may choose from: Pre-Algebra, *Algebra I, Geometry, Algebra II, Standards Math, Pre-Calculus or Calculus. All Juniors must take a math class. Students taking 8 <sup>th</sup> grade Algebra will need to take 3 years of math in high school.
Science	Three classes of Science are required and must include Physical Science and Biology I. Students may choose one additional science class from the following: Environmental Science, Biology II, Chemistry I & II, Forensic Science, and Physics. All Juniors must take a science class.
Physical Education	Ninth Grade Physical Education is required.
Vocation Education	Three courses of Vocational Education including Personal Finance. (Vocational Classes are Agriculture, Industrial Tech, Business, and Family & Consumer Science)
Ninth Grade Exploration	The following exploratory classes are required, Careers, Exploring Family & Consumer Science, and Introduction to Agriculture.

Students must earn additional elective credits totaling 250, which also includes the above requirements.

\*Students taking Algebra I during their 8<sup>th</sup> grade year will have the completed course added to their high school transcript but not included in their high school GPA.

## CLASS STATUS

In order to attend and/or participate in class activities, a student must have credits necessary to be considered a member of that particular class. The amount for class dues will be determined at the beginning of the school year.

## VALEDICTORIAN AND SALUTATORIAN

The valedictorian, salutatorian, and top 10% are determined by the highest Grade Point Average (GPA) and completion of the following upper level courses:

- English III and English IV
- Speech I
- Algebra II and Pre-Calculus
- Two of the following science classes: Biology II, Chemistry I, Chemistry II, Physics, Anatomy & Physiology
- Two foreign language classes and both classes must be in the same language

## COLLEGE COURSE/POST SECONDARY COURSES

Some students enroll in postsecondary/college courses while still enrolled at Fillmore Central High School. As a general rule, students must pay all costs associated with such post-secondary courses, which would include tuition, fees, books and any other costs for the class.

## CLASS DUES

The purpose of class dues is to help the individual classes raise money for projects throughout the high school years, i.e. homecoming, prom, and graduation.

Students are expected to pay class dues at the beginning of each school year. Students unable to meet this financial obligation should make arrangements with the class sponsor. Failure to pay class dues may result in denial of participation in class activities. Class dues will be established and announced at the first class meeting.

## STUDENT RIGHTS

### **Notice Concerning Disclosure of Student Recruiting Information**

The No Child Left Behind Act of 2001 requires Fillmore Central Public Schools to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request Fillmore Central Public Schools not provide this information (i.e., not provide the students' name, address, and telephone listing) to military recruiters or institutions of higher education, without

their prior written parental consent. Fillmore Central Public Schools will comply with any such request.

### Welfare-Police Questioning and Apprehension

A student may be questioned in private and with confidentiality by a law enforcement officer at school, but in the presence of the principal or someone designated by him.

The parent or guardian of the student questioned should be informed of the substance of the interview as soon as possible by the questioning officer and/or school official.

A law enforcement officer with parental consent and authorization may remove a student from the school by a judge, legal arrest, at the request of the school, emergency conditions jeopardizing the health or safety of students, etc.

### COUNSELOR

The counselor is located in Room 401. Her primary purpose for being in the school is for the benefit of each individual student. She is available throughout the school day and welcomes the opportunity to discuss your concerns with you. Above all, she is someone who cares about you as a student, about you as an individual, and about the future for which you are preparing. Some of the things a counselor may do for you are:

1. Respect you as an individual by keeping confidential the things you discuss with her.
2. Assist you in dealing with your personal problems and in gaining a better understanding of yourself.
3. Assist you in finding answers to the various questions you have about, senior high, education and training following graduation from high school.
4. Provide information about occupations, careers, vocations and scholarships.
5. Assist you in improving your study skills.
6. Assist you in exploring your interests, abilities, and aptitudes.

Remember, when something is affecting your ability to concentrate and think clearly, and you are not sure what to do about it, you might consider visiting with the counselor.

### STUDENT RECORDS

Each student's permanent record is available to be reviewed by his/her parents at any time upon request and after arrangements have being made. The records are available to the students for review after they have reached the age of majority. For more information, see page 42 "Family Education Rights and Privacy Act".

### RECORDS AFTER GRADUATION

It will be the policy of our school to maintain in the principal's office the following data upon graduation from our institution:

1. Education information
2. Other information as pertinent (test data-white card, extracurricular data, attendance, discipline, etc. will be kept for **five** years and then destroyed).

3. Permanent transcripts, ACT, SAT test scores and immunization records are kept indefinitely

### TRANSCRIPTS

Transcripts will be forwarded to other schools, the military, or employers only after all fees and fines have been paid in full. Credits will not be forwarded if you owe money to our school. To request a transcript, contact the guidance counselor or the secretary in the Principal's office. Please have the mailing address of where the transcript is to be mailed to available.

### MEDICAL

If a student becomes ill or injured during school hours, he/she must check with the office secretary before leaving the building. **Failure to check out before leaving the building may result in the absence being designated as UNEXCUSED.** Parents will be contacted to make arrangements for proper and safe conveyance home if it is necessary for the student to go home. If the student is out with a contagious disease, the student must present a signed permit by a Doctor of Medicine allowing entry into school. If, for medical reasons, a student cannot participate in physical education or other school activities, a note from his/her doctor stating the reason and the length of time involved must be presented.

### SCHOOL IMMUNIZATION RULES AND REGULATIONS

**All Transfer students from outside the state of Nebraska, regardless of grade must have:** 3 doses of DtAP, DTP, DT, or Td vaccine, one given on or after the 4<sup>th</sup> birthday, 3 doses of Polio vaccine, 2 doses of MMR vaccine given on or after 12 months of age and separated by at least one month, 3 doses of Hepatitis B vaccine, 2 chicken pox vaccine or the chicken pox virus, and a physical before entering classes.

### ASTHMA & ALLERGIC REACTION PROCEDURES

A new state regulation became effective on October 1, 2003. This regulation requires that our school be prepared to implement an emergency treatment plan, called a protocol, anytime a student or staff member experiences a **life-threatening** asthma attack or systemic allergic reaction (anaphylaxis).

The protocol requires that 911 be called first. After that call is made, an EpiPen injection will be given and then albuterol is provided through a nebulizer. An EpiPen is a small pre-filled, automatic injection device that resembles a highlighter. It is used to deliver epinephrine. Epinephrine is a medication that is used to bring breathing relief (commonly found in metered-dose inhalers). The nebulizer is a machine that mixes the albuterol with air to provide a fine mist (aerosol) for breathing in through a mask or mouthpiece.

The protocol steps are designed to provide quick, effective care in order to prevent death from occurring due to a severe asthma attack or anaphylaxis. Staff members have been trained to recognize signs and symptoms of a life-threatening "breathing" emergency and to properly administer the medications. The protocol is a standing medical order that has been signed by Dr. Jason Bespalec of Family Medical Clinic in Geneva, Nebraska

If you know that your student has asthma or a known allergy, it is *critically important* that you communicate this information to our school staff. You may contact the school nurse or building

principal. For each student with a known allergic condition or asthma, you must provide the school with (1) written medical documentation, (2) instructions, and (3) medications as directed by a physician (using the schools medication form.) In the event that your student experiences a life-threatening asthma attack or systemic allergic reaction, we will defer to the specific documents and medication that you have provided. If you do not have medical documentation and instructions on file with the school for your student, we will defer to the regulatory protocol described above. If, for whatever reason, you do not want your student to receive the life-saving emergency treatment under the protocol, you must file your written objection with the school. If you have questions or concerns about the protocol or your student's health issues, please contact the school nurse or building principal.

## SAP (STUDENT ASSISTANCE PROGRAMS)

It shall be the purpose of the Fillmore Central Senior High SAP Team to identify young people who are exhibiting behaviors that inhibit learning and growth and to make proper intervention.

### Welfare/Rights/Responsibilities

#5400

### Pregnant and Parenting Students

#5465

Fillmore Central Public Schools recognizes that pregnant and parenting students have the right and responsibility to attend school. This attendance right and responsibility applies to students regardless of their marital or parental status. Further, the district will educate pregnant and parenting students and will provide reasonable accommodations to support and encourage all pregnant and parenting students to obtain their high school diploma. No student will be excluded from, denied the benefit of, or discriminated against under any educational program or activity because of pregnancy or parenting responsibilities.

### Attendance and Leave of Absences

Pregnant and parenting students will be permitted to attend to their own health care, their child's medical care, or other pregnancy- or parenting- related appointments with the benefit of having any such absences or tardiness excused. A student will be permitted to take a leave of absence for pregnancy, childbirth, and any other pre- and post-natal related medical needs, along with recovery therefrom for the duration that is deemed medically necessary by the student's licensed health care provider. At the conclusion of the leave of absence, a student will be immediately enrolled in the district at the same grade and status as when the leave began. Pregnant and parenting students shall be allowed to participate in all activities including extracurricular activities throughout the student's pregnancy and thereafter unless the district deems such participation poses a substantial risk of injury to the student or to others. A pregnant and parenting student may be asked to obtain certification from the student's licensed healthcare provider regarding the student's safe participation in an extracurricular activity when such certification is required of students for other conditions which require the attention of a licensed healthcare provider.

Any absences accumulated due to pregnancy or pregnancy-related conditions, or care for an ill child, should not count towards any district policies in effect under compulsory attendance requirements. Pregnant and parenting students with excused absences or tardiness shall be treated like all other students with excused absences or tardiness for any other medical reasons.

Pregnant and parenting students will be provided with assignments, classwork and any additional support needed to ensure that the student can keep up with class requirements when absent for pregnancy or parenting-related absences.

### Alternative Means to Complete Course Work

The district will provide at least one alternate method, in addition to traditional classroom instruction, to keep pregnant and parenting students in school. Such accommodation(s) may include accessing coursework online, home-based independent study, or at-home tutoring. Alternative methods of instruction or other alternative program for pregnant and parenting students are voluntary for the student who may elect whether to engage in an alternative method of instruction or the traditional methods of instruction available to their peers. Pregnant and parenting students shall be allowed to attend their regular classrooms and complete regular coursework.

Lactation

The district will provide reasonable time and space to accommodate lactating students to express breast milk or breastfeed during the school day. Such accommodations will be in a location, other than a bathroom or closet, that is private, clean, has an electrical outlet, a chair and is reasonably accessible. Students shall also be provided a food safe refrigerator to store breast milk safely.

Child Care

If in-school child care is not provided, a list of qualified licensed child care providers will be provided upon request to pregnant or parenting students. Such list will be updated annually and include providers that participate in the quality rating and improvement system and meet all of the quality rating criteria for at least a step three rating pursuant to the Step Up to Quality Child Care Act. Nothing in this policy is intended to prohibit or limit any referral for a student or a student’s child to an early head start program or any other available community resources.

Privacy and Confidentiality

Pregnant and parenting students have the right to have their health and personal information kept confidential in accordance with law. School staff will make every effort to keep personal information and health records confidential and in compliance with Nebraska and federal law.

Information about students’ pregnancies and related conditions will not appear in their cumulative records and will not be used when they are being considered for educational or job opportunities, awards or scholarships.

Other Accommodations

Pregnant and parenting students may request additional reasonable accommodations to ensure continued participation and enrollment in school. Accommodation requests will be evaluated on a case-by-case basis. Such accommodations may include but are not limited to: additional frequency allowed for bathroom breaks, additional time allowed in between class periods, a larger desk or additional work space, and adjustments to requirements for physical education as needed. Students seeking additional reasonable accommodation should make such requests to the building principal.

Bullying and Harassment

Pregnant and parenting students have the same rights as other students to be free from discrimination, bullying, and harassment. Such school policies are incorporated herein and apply to all students.

Policy Dissemination

This policy will be available at the beginning of each school year on the district’s website and will be incorporated into the student handbook.

Policy Adopted: **May 2018**

**(Fillmore Co. School District #30-0025)**

Policy Reviewed:

**Fillmore Central Public School**

**INSURANCE**

A school time accident insurance policy is made available to all students to purchase. A brochure explaining the policy, benefits, etc. is given to all students the first day of school. All students who compete in inter-school sports will carry insurance to cover injury sustained in practice or competition. The school will also make available an athletic insurance policy to any student who so desires (contact the Activities Office for information).

**STATE-WIDE WEB BASED SPECIAL EDUCATION STUDENT RECORD SYSTEM (SRS)**

In order to help make student records for Special Education Students more accessible to parents and school personnel, we have begun using the statewide Student Record System (SRS) SRS is an online system that utilizes a secure site on a UNL server. The site is secure and will only be accessible to the child’s parents, case manager and building supervisors. At your child’s next IEP

meeting, you will be given the site address, your assigned user name and single-use password. If you do not have access to the internet, you will still receive paper copies of your child's IEP and other forms as in the past. Please contact the Senior High office if you have questions or concerns.

### LOCKERS AND SEARCH POLICY

Lockers will be assigned for student use. The lockers may be used by the student but remain the property of the school and therefore, may be searched or examined if there is reason to suspect school rules or regulations are being violated. Pornographic material or material promoting the use of drugs and/or alcohol is forbidden. Students are encouraged to put locks on their lockers to protect their belongings. If you bring a lock from home, a key must be turned in to the office in case you should lose or forget yours; otherwise the lock will be forcibly removed from your locker. Also, turn in your lock combinations to the office and your locker number. **PLEASE LOCK YOUR LOCKERS.** The school cannot be responsible for lost items.

Searches may be conducted when school officials determine there is reason to believe a search could disclose evidence of a violation of statutes or school rules. School officials may also conduct area-wide searches on the same basis and for reasons that include, but are not limited to, safety, health, and discovery of a violation of a statute, policy or rule. Private vehicles, which have been driven to school by students, are also subject to search by school officials, regardless of where the vehicle is parked, so long as the student is or has been on school property. Searches by school officials must be reasonable at their inception and reasonable in scope.

Students who, for whatever reason, bring large amounts of money to school are encouraged to check it in at the principal's office upon arrival and check it out again just prior to leaving the building.

Money brought to school for fundraising should be turned into the appropriate sponsor/advisor immediately upon arrival. **The school is not responsible for money or valuables stolen from lockers, purses, etc.**

### VISITORS

Visitors are asked to use the center three doors leading to the office area of the senior high. During the school day, all other entrances will be locked. Visitors must sign in at the office and wear a visitor's badge. Students wanting to visit from another school district must receive prior permission from the principal's office, before visiting classes. Please call 759-3141, prior to the date you would like to visit. The principal's office reserves the right to refuse visitors on an individual basis. Former students, alumni and parents are asked NOT to visit teachers during their class time.

### LOST AND FOUND

All lost and/or found items should be reported and/or turned into the Principal's office. Items not claimed at the end of each semester will be turned over to a charitable organization.

### TELEPHONE USAGE POLICY

Students will be allowed to use the office phone when it is necessary for office personnel to talk to a parent, conduct school organization business, or in an emergency.

## USE OF ELECTRONIC DEVICES

Students are prohibited from using electronic devices while at school, except as provided in this policy.

For the purposes of this policy, electronic devices shall include, but not limited to, cell phone, pager, mp3 players, iPods, and iPhones.

Students may use electronic devices before school, during passing from class to class or during lunch, as long as they do not create a distraction or a disruption at school. Cell phones may be used during passing and lunch or at the discretion of a teacher.

Students shall be personally and solely responsible for the security of their electronic devices. The district is not responsible for theft, loss or damage of an electronic device or for any communication made using an electronic device.

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

## WITHDRAWALS AND TRANSFERS

**Students who withdraw from school or whose families are moving outside the school district should contact the principal or counselor to receive the proper forms and information necessary to complete an accurate withdrawal process.**

## STUDENT GRIEVANCES

Students have both the right and responsibility to express school-related concerns and grievances to the administration. For the purpose of **this** policy, a grievance is defined as any claim by a student or group of students that there has been a violation, misinterpretation, or misapplication of a school district policy, rule, or regulation.

For the discussion and consideration of a grievance, a student or group of students should request a meeting time and place with the school principal. At the meeting, the student(s) and principal will:

1. Come to an understanding of the problem.
2. Consider possible solutions to the problem.
3. \*Select best solution for implementation.

\*Note: This decision is the prerogative of the principal and may not be a mutually agreeable decision. The decision of the principal may be appealed to the superintendent for final disposition.

Student(s) may request a faculty or staff member to be present at this meeting. Student(s) are assured they will not endure any reprisals subsequent to initiating a grievance.

## STUDENT FEES POLICY

Fillmore Central Public Schools has a student fees policy, in accordance with Nebraska Student Fees Authorization Act. This policy allows for the collection of fees for various classes and extra-curricular activities. A list of fees is available from the building principal. Students who qualify for free or reduced lunch according to the deferral hot lunch program guidelines **may apply** for a waiver of certain fees. These include fees for: a) participation in extra-curricular activities, b) materials for course projects, c) class dues and d) use of musical instruments. Fee waiver applications may be obtained from the principal's office and must be submitted prior to the start of the activity/class for which the fee is being applied.

## STUDENT DRUG-FREE POLICY

It shall be the policy of the Fillmore Central Public Schools, in addition to standards of student conduct elsewhere adopted by board policy or administrative regulation to absolutely prohibit the unlawful possession, use or distribution of illicit drugs or alcohol on school premises or as a part of any of the school's activities. This shall include such unlawful possession, use or distribution of illicit drugs and alcohol by any student of the District during regular school hours or after school hours at school sponsored activities on school premises, at school-sponsored activities off school premises.

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

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

It shall further be the policy of the District that the violation of any of the above prohibited acts will result in disciplinary sanctions being taken within the bounds of applicable law, up to and including short term suspension, long term suspension, expulsion, and referral to appropriate authorities for criminal prosecution.

This receipt shall serve to demonstrate that you as parent or guardian of the student attending the Fillmore Central Schools have received notice of the standards of conduct of this District exacted of students concerning the absolute prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as part of any of the school's activities as described in Board policy or administrative regulation. This notice is being provided to you pursuant to P.L. 101-226 and 34 C.F. R. part of 86, both federal legal requirements for the District to obtain any federal financial assistance. Your signature on this receipt acknowledges that you and your child or children who are students attending the District fully understand the District's position absolutely prohibiting the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as part of the school's activities as hereinabove described and that noncompliance with these standards can and will result in punitive measures being taken against any student failing to comply with these standards.

Fillmore Central Public Schools recognizes that pregnant and parenting students have the right and responsibility to attend school. This attendance right and responsibility applies to students regardless of their marital or parental status. Further, the district will educate pregnant and parenting students and will provide reasonable accommodations to support and encourage all pregnant and parenting students to obtain their high school diploma. No student will be excluded from, denied the benefit of, or discriminated against under any educational program or activity because of pregnancy or parenting responsibilities.

**Attendance and Leave of Absences**

Pregnant and parenting students will be permitted to attend to their own health care, their child's medical care, or other pregnancy- or parenting- related appointments with the benefit of having any such absences or tardiness excused. A student will be permitted to take a leave of absence for pregnancy, childbirth, and any other pre- and post-natal related medical needs, along with recovery therefrom for the duration that is deemed medically necessary by the student's licensed health care provider. At the conclusion of the leave of absence, a student will be immediately enrolled in the district at the same grade and status as when the leave began. Pregnant and parenting students shall be allowed to participate in all activities including extracurricular activities throughout the student's pregnancy and thereafter unless the district deems such participation poses a substantial risk of injury to the student or to others. A pregnant and parenting student may be asked to obtain certification from the student's licensed healthcare provider regarding the student's safe participation in an extracurricular activity when such certification is required of students for other conditions which require the attention of a licensed healthcare provider.

Any absences accumulated due to pregnancy or pregnancy-related conditions, or care for an ill child, should not count towards any district policies in effect under compulsory attendance requirements. Pregnant and parenting students with excused absences or tardiness shall be treated like all other students with excused absences or tardiness for any other medical reasons.

Pregnant and parenting students will be provided with assignments, classwork and any additional support needed to ensure that the student can keep up with class requirements when absent for pregnancy or parenting-related absences.

**Alternative Means to Complete Course Work**

The district will provide at least one alternate method, in addition to traditional classroom instruction, to keep pregnant and parenting students in school. Such accommodation(s) may include accessing coursework online, home-based independent study, or at-home tutoring. Alternative methods of instruction or other alternative program for pregnant and parenting students are voluntary for the student who may elect whether to engage in an alternative method of instruction or the traditional methods of instruction available to their peers. Pregnant and parenting students shall be allowed to attend their regular classrooms and complete regular coursework.

**Lactation**

The district will provide reasonable time and space to accommodate lactating students to express breast milk or breastfeed during the school day. Such accommodations will be in a location, other than a bathroom or closet, that is private, clean, has an electrical outlet, a chair and is reasonably accessible. Students shall also be provided a food safe refrigerator to store breast milk safely.

### Child Care

If in-school child care is not provided, a list of qualified licensed child care providers will be provided upon request to pregnant or parenting students. Such list will be updated annually and include providers that participate in the quality rating and improvement system and meet all of the quality rating criteria for at least a step three rating pursuant to the Step Up to Quality Child Care Act. Nothing in this policy is intended to prohibit or limit any referral for a student or a student's child to an early head start program or any other available community resources.

### Privacy and Confidentiality

Pregnant and parenting students have the right to have their health and personal information kept confidential in accordance with law. School staff will make every effort to keep personal information and health records confidential and in compliance with Nebraska and federal law.

Information about students' pregnancies and related conditions will not appear in their cumulative records and will not be used when they are being considered for educational or job opportunities, awards or scholarships.

### Other Accommodations

Pregnant and parenting students may request additional reasonable accommodations to ensure continued participation and enrollment in school. Accommodation requests will be evaluated on a case-by-case basis. Such accommodations may include but are not limited to: additional frequency allowed for bathroom breaks, additional time allowed in between class periods, a larger desk or additional work space, and adjustments to requirements for physical education as needed. Students seeking additional reasonable accommodation should make such requests to the building principal.

### Bullying and Harassment

Pregnant and parenting students have the same rights as other students to be free from discrimination, bullying, and harassment. Such school policies are incorporated herein and apply to all students.

### Policy Dissemination

This policy will be available at the beginning of each school year on the district's website and will be incorporated into the student handbook.

Policy Adopted: **May 2018**

**(Fillmore Co. School District #30-0025)**

Policy Reviewed:

**Fillmore Central Public School**

## FAMILY EDUCATION RIGHTS AND PRIVACY ACT

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

1) The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

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

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

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

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

(Optional) Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. (NOTE: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.)

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

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-4605

PUBLIC—PARTICIPATION

## Parental Involvement

The Fillmore Central Public School District, after having conducted a public hearing (6-26-95) concerning parental involvement and participation in the school district, herewith declares it shall be the policy of the District to provide access to parents to all textbooks, tests, curriculum materials, and any other instructional materials used in the school.

It shall further be the policy of the District in the event any parent has a complaint or objection to any such materials to make such provision for personal conferences with the parent and appropriate school personnel to discuss such concerns as the superintendent or his/her designee may deem appropriate. The superintendent or his/her designee will have available a complaint form which the parent should use to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent.

It shall further be the policy of the District to receive written communication when a parent believes it is appropriate for his/her student to be excused from testing, classroom instruction, and other school experiences that the parent may find objectionable. The superintendent or his/her designee shall have available a complaint form, herein above referred to, for receiving information from a parent concerning what specific testing, classroom instruction or other school experiences the parent finds objectionable, the basis for the parent's objection and a proposed solution for dealing with the objection.

It shall further be the policy of the District to provide full access to the records of the students to a parent or legal guardian as set forth in Neb., RRS 79-4,157, the Federal Education Right to Privacy Act, and other applicable law during regular business hours of the school where the student's records are maintained.

It shall further be the policy of the District to notify a parent or parents of any student who is scheduled to take a standardized norm-referenced or criterion-referenced test or standardized tests, such as but not limited to the Comprehensive Test of Basic Skills, and to notify the parent when reasonable to do so, where a sample of such test might be observed and the date upon which such test will be administered. Specifics regarding these tests will be published annually in the student handbook of each school.

It shall be the policy of the District to conduct student surveys judiciously with consideration to the fact that some parents may find certain items of the survey objectionable. It shall, however, be the policy of the District to not generally excuse students from any school authorized survey since to do so might impair the validity and accuracy of such a survey. Parents will be notified in writing in advance of any student survey being conducted. If after receiving written notification of a proposed student survey, a parent objects in writing to their child's participation in that survey, their child will not complete the survey.

This policy shall be reviewed annually and either altered and adopted as altered or reaffirmed by the board following a public hearing.

**Legal Reference: LB 1161-1994 Nebr. Leg.** Policy Adopted: April 10, 2000 Fillmore Central Public Schools

# PERSONNEL

#4000

## Title IX Policy

#4000.A2

It is the policy of the school district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the school district's programs or activities. The district is required by Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106 to not discriminate in such a manner.

### 1. Title IX Coordinator

1.1.**Designation.** The district will designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this policy, who will be referred to as the “**Title IX Coordinator.**” The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment). This report may be made by any means, including but not limited to, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).

### 2. Definitions. As used in this policy, the following terms are defined as follows:

2.1.**Actual knowledge** means notice of sexual harassment or allegations of sexual harassment to any district employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only district employee with actual knowledge is the respondent (as that term is defined below). “Notice” as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in subsection 1.1 above.

2.2.**Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

**Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. The only district official who is authorized to initiate the Grievance Process for Formal Complaints of Sexual Harassment against a respondent is the Title IX Coordinator (by signing a formal complaint). At the

1.1.time of filing a formal complaint with the district, a complainant must be participating in or attempting to participate in the district's education program or activity. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator under subsection 1.1 above, and by any additional method designated by the district. As used in this paragraph, the phrase “document filed by a complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this policy or under 34 C.F.R. part 106, and will comply with the requirements of this policy and 34 C.F.R. part 106, including subsections 5.1.3–5.1.4 and 34 C.F.R. § 106.45(b)(1)(iii).

1.2.**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

1.3. **Consent** for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. District officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

1.4. **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

1.4.1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

1.4.2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity;

1.4.3. **Sexual assault**, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), which means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation:

*\*A complete list is available in the Board Policy Book Definition.*

1.4.4. **Dating violence**, as defined in 34 U.S.C. § 12291(a)(10), which means violence committed by a person—

2.2.1.1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and

2.2.1.2. where the existence of such a relationship shall be determined based on a consideration of the following factors:

2.2.1.2.1. The length of the relationship.

2.2.1.2.2. The type of relationship.

2.2.1.2.3. The frequency of interaction between the persons involved in the relationship.

2.2.2. **Domestic violence**, as defined in 34 U.S.C. § 12291(a)(8), which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

2.2.3. **Stalking**, as defined in 34 U.S.C. § 12291(a)(30), which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

2.2.3.1. fear for his or her safety or the safety of others; or

2.2.3.2. suffer substantial emotional distress.

**2.3.Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

### **3. Discrimination Not Involving Sexual Harassment.**

**3.1.General Prohibition.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district.

**3.2.Specific Prohibitions.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, in providing any aid, benefit, or service to a student, the district will not on the basis of sex:

3.2.1. Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;

3.2.2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;

3.2.3. Deny any person any such aid, benefit, or service;

3.2.4. Subject any person to separate or different rules of behavior, sanctions, or other treatment;

3.2.5. Apply any rule concerning the domicile or residence of a student or applicant;

3.2.6. Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;

3.2.7. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

**3.3.Complaint Procedure.** All complaints regarding any alleged discrimination on the basis of sex, including without limitation violations of this policy, 34 C.F.R. part 106, Title IX, Title VII, or other state or federal law—when the alleged discrimination does not arise from or relate to an allegation of sexual harassment as defined in subsection 2.6 above—shall be addressed pursuant to the district’s general complaint procedure, Board Policy 7312.

### **4. Response to Sexual Harassment**

**4.1.Reporting Sexual Harassment.** Any person who witnesses an act of unlawful sexual harassment is encouraged to report it to the District’s Title IX Coordinator. No person will be retaliated against based on any report of suspected sexual harassment or retaliation. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator as soon as reasonably practicable, but in no case later than the end of the following school day

**4.2. General Response to Sexual Harassment.** When the district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, the district will respond promptly in a manner that is not deliberately indifferent. The district will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this policy “education program or activity” includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs. The district’s response will treat complainants and respondents equitably by offering supportive measures as defined in subsection 2.7 above to a complainant, and by following the grievance process described in section 5 below before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

**4.3. Emergency Removal.** Nothing in this policy precludes the district from removing a respondent from the district’s education program or activity on an emergency basis, provided that the district undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In the event that the district so removes a respondent on an emergency basis, then the district will provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

**4.4. Administrative Leave.** Nothing in this policy precludes the district from placing a non-student employee respondent on administrative leave during the pendency of a grievance process that complies with section 5 below. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

**4.5. General Response Not Conditioned on Formal Complaint.** With or without a formal complaint, the district will comply with the obligations and procedures described in this section 4.

## **5. Grievance Process for Formal Complaints of Sexual Harassment.**

### **5.1. General Requirements.**

**5.1.1. Equitable Treatment.** The district will treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following the grievance process described in this section 5 before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies will be designed to restore or preserve equal access to the district’s education program or activity. Remedies may include the same individualized services described in subsection 2.7 as “supportive measures”; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

**5.1.2. Objective Evaluation.** This grievance process requires an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person’s status as a complainant, respondent, or witness.

**5.1.3. Absence of Conflicts of Interest or Bias.** The district will require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by a recipient to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

5.1.4. **Training.** The district will ensure that all individuals or entities described in this Training section 5.1.4 receive training as provided below. Any materials used to train these individuals will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.

5.1.4.1. **All District Employees and Board Members.** All district employees and board members will be trained on how to identify and report sexual harassment.

5.1.4.2. **Title IX Coordinators, Investigators, Decision-Makers, or Informal Resolution Facilitators.** The district will ensure that Title IX Coordinators, investigators, decision-makers, or any person designated by the district to facilitate an informal resolution process receive training on:

5.1.4.2.1. The definition of sexual harassment in subsection 2.6;

5.1.4.2.2. The scope of the district's education program or activity;

5.1.4.2.3. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and

5.1.4.2.4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

5.1.4.3. **Decision-Makers.** The district will ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in subsection 5.6.

5.1.4.4. **Investigators.** The district will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in subsection 5.5.8.

5.1.5. **Presumption.** It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

5.1.6. **Reasonably Prompt Time Frames.** This grievance process shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes. The process shall also allow for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

5.1.7. **Range of Possible Sanctions and Remedies.** Following a determination of responsibility, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion.

- 5.1.8. **Range of Supportive Measures.** The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.
- 5.1.9. **Respect for Privileged Information.** The district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

## 5.2. Notice of Allegations.

- 5.2.1. **Initial Notice.** Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:

- 5.2.1.1. A copy of this policy.

- 5.2.1.2. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in subsection 2.6, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under subsection 5.5.5, and may inspect and review evidence under subsection 5.5.5. The written notice will inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

- 5.2.2. **Supplemental Notice.** If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Initial Notice described above, the district will provide notice of the additional allegations to the parties whose identities are known.

## 5.3. Dismissal of Formal Complaint.

- 5.3.1. The district will investigate the allegations in a formal complaint.

- 5.3.2. **Mandatory Dismissals.** The district **must** dismiss a formal complaint if the conduct alleged in the formal complaint:

- 5.3.2.1. Would not constitute sexual harassment as defined in subsection 2.6 even if proved;

- 5.3.2.2. Did not occur in the district's education program or activity; or

- 5.3.2.3. Did not occur against a person in the United States.

- 5.3.3. **Discretionary Dismissals.** The district **may** dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing:

- 5.3.3.1. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;

5.3.3.2. The respondent is no longer enrolled in or employed by the district; or

5.3.3.3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

5.3.4. Upon a dismissal required or permitted pursuant to subsections 5.3.2 or 5.3.3 above, the district will promptly send written notice of the dismissal and an explanation of that action simultaneously to the parties.

5.3.5. Dismissal of a formal complaint under this policy does not preclude the district from taking action under another provision of the district's code of conduct or pursuant to another district policy.

**5.4.Consolidation of Formal Complaints.** The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.

**5.5.Investigation of Formal Complaint.** When investigating a formal complaint and throughout the grievance process, the district will:

5.5.1. Designate and authorize one or more persons (which need not be district employees) as investigator(s) to conduct the district's investigation of a formal complaint;

5.5.2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the district will obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);

5.5.3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;

5.5.4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;

5.5.5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

5.5.6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;

1.1.1. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report; and

1.1.2. Create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

**1.2.Exchange of Written Questions.** After the district has sent the investigative report to the parties pursuant to subsection 5.5.8, but before reaching a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.

### **1.3.Determination Regarding Responsibility**

1.3.1. **Decision-Maker(s).** The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).

1.3.2. **Written Determination.** The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) will apply the preponderance of the evidence standard. The written determination will include:

1.3.2.1. Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;

1.3.2.2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

1.3.2.3. Findings of fact supporting the determination;

1.3.2.4. Conclusions regarding the application of the district's code of conduct to the facts;

1.3.2.5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and

1.3.2.6. The district's procedures and permissible bases for the complainant and respondent to appeal.

1.3.3. The district will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

1.3.4. The Title IX Coordinator is responsible for effective implementation of any remedies.

1.4. **Appeals.** The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the grounds identified below.

1.1.1. **Time for Appeal.** Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within ten (10) calendar days of the date of the respective written determination of responsibility or dismissal from which the appeal is taken. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.8.2 below) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy, 34 C.F.R. part, 106, and Title IX.

1.1.2. **Grounds for Appeal.** Appeals from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, are limited to the following grounds:

1.1.2.1. Procedural irregularity that affected the outcome of the matter;

1.1.2.2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

1.1.2.3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

1.1.3. As to all appeals, the district will:

1.1.3.1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;

1.1.3.2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

Ensure that the decision-maker(s) for the appeal complies with the standards set forth in subsections 5.1.3–5.1.4.

1.1.3.3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;

1.1.3.4. Issue a written decision describing the result of the appeal and the rationale for the result; and

1.1.3.5. Provide the written decision simultaneously to both parties.

**1.2. Informal Resolution.** The district will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section. Similarly, the district will not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

1.2.1. Provides to the parties a written notice disclosing:

1.2.1.1. The allegations;

1.2.1.2. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;

1.2.1.3. That at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and

1.2.1.4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

1.2.2. Obtains the parties' voluntary, written consent to the informal resolution process; and

1.2.3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

### **1.3. Recordkeeping.**

1.3.1. The district will maintain for a period of seven years records of:

1.3.1.1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;

1.3.1.2. Any appeal and the result therefrom;

1.3.1.3. Any informal resolution and the result therefrom; and

1.3.1.4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The district will make these training materials publicly available on its website, or if the district does not maintain a website then the district will make these materials available upon request for inspection by members of the public.

1.3.2. For each response required under section 4, the district will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a complainant with supportive measures, then the district will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

2. **Superintendent Authorized to Contract.** The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.

3. **Access to Classes and Schools.**

3.1.**General Standard.** Except as provided in this section or otherwise in 34 C.F.R. part 106, the district will not provide or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on the basis of sex.

3.1.1. **Contact sports in physical education classes.** This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.

3.1.2. **Ability grouping in physical education classes.** This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

3.1.3. **Human sexuality classes.** Classes or portions of classes that deal primarily with human sexuality may be conducted in separate sessions for boys and girls.

1.1.1. **Choruses.** The district may make requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex.

1.2.**Classes and Extracurricular Activities.** The district may provide nonvocational single-sex classes or extracurricular activities as permitted by 34 C.F.R. part 106.

2. **Athletics.** It is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club, or intramural athletics offered by the district, and that the district will not provide any such athletics separately on such basis.

2.1.**Separate Teams.** Notwithstanding the foregoing paragraph, the district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport.

2.2.**Equal opportunity.** The district will provide equal athletic opportunity for members of both sexes. Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance with this section.

3. **Certain Different Treatment on the Basis of Sex Permitted.** Nothing herein shall be construed to prohibit the district from treating persons differently on the basis of sex as permitted by Title IX or 34 C.F.R. part 106. For example, and without limiting the foregoing, the district may provide separate toilet, locker room, and shower facilities on the basis

of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.

4. **Retaliation Prohibited.** Neither the district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, 34 C.F.R. part 106, or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. The district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. § 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to shall be addressed pursuant to Board Policy 2006 (Complaint Procedure).

#### 4.1. Specific Circumstances.

4.1.1. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this section.

4.1.2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under this section, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

5. **Notification of Policy.** The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the existence of this policy. The requirement to not discriminate, as stated in Title IX and 34 C.F.R. part 106, in the district's education program(s) or activities extends to admission and employment, and inquiries about the application of Title IX and 34 C.F.R. part 106 to the district may be referred to the district's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.
6. **Publication of Policy.** The district will prominently display on its website, if any, and in each handbook that it makes available to applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).
7. **Application Outside the United States.** The requirements of this policy apply only to sex discrimination occurring against a person in the United States.
8. **Scope of Policy.** Nothing herein shall be construed to be more demanding or more constraining upon the district than the requirements of Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106. To the extent that the district is in compliance with Title IX and 34 C.F.R. part 106, then all of the district's obligations under this policy shall be deemed to be fulfilled and discharged.

**Policy Adopted: 9-14-20**

**(Fillmore Co. School District #30-0025)**  
***Fillmore Central Public School***

According to board policy and federal law, all students and their parent/guardians of Fillmore Central Public Schools are required to complete and return pages 50-56

List Student Name and Grade of students attending high school:

Student(s)	_____	Grade	_____
	_____		_____
	_____		_____

Part A

**Is this student Hispanic/Latino? (Choose only one)**

\_\_\_\_\_ No, not Hispanic/Latino

\_\_\_\_\_ Yes, Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.)

**Part B**

**What is the student's race? (Choose one or more)**

\_\_\_\_\_ **American Indian or Alaska Native** (A person having origins in any of the original peoples of North and South America—including Central America—and who maintains tribal affiliation or community attachment.)

\_\_\_\_\_ **Asian** (A person having origins in any of the peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.)

\_\_\_\_\_ **Black or African American** (A person having origins in any of the origins in any of the black racial groups of Africa)

\_\_\_\_\_ **Native Hawaiian or Other Pacific Islander** (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)

\_\_\_\_\_ **White** (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.)

**Complete each of the following sections:**

I have read the Student/Parents Handbook and understand that the regulations outlined therein will be followed. I understand that should there ever be a question about compliance with these regulations, I may request a conference with the principal to discuss the matter.

Student/Parent Handbook form \_\_\_\_\_ Yes \_\_\_\_\_ No

I give my permission to release information to the news media about the above named student(s) as it relates to academic and activity accomplishments.

Media Release \_\_\_\_\_ Yes \_\_\_\_\_ No

English Language Learners:

Is there another language, other than English, spoken in your home? \_\_\_\_\_ Yes \_\_\_\_\_ No

Insurance:

I have been offered the option of taking school insurance coverage for my child (ren)

Please check one:

Taking coverage (insurance form and payment enclosed)

Not taking coverage

I have received notice and understand the Drug-Free Student Policy of Fillmore Public Schools.

Drug-Free Policy  Yes  No

I give my permission for my child (ren) to participate in surveys that are conducted by the school.

Student Surveys  Yes  No

I give my permission for my child (ren) to receive non-aspirin from a school employee.

Medication of Non-aspirin  Yes  No

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

**Off Campus Lunch Grade 12 only:**

I give my permission for my child (ren), (grade 12), to leave campus during lunch and that Fillmore Central High School will not assume responsibility for supervision or damages while students are off campus for lunch.

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

**Disclosure of Student Recruiting Information**

The No Child Left Behind Act of 2001 requires Fillmore Central Public Schools to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request Fillmore Central Public Schools not provide this information (i.e., not provide the students' name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written parental consent. Fillmore Central Public Schools will comply with any such request.

I do NOT want information released to post-secondary institutions (colleges & universities).  
(Please place a check mark if you want this phrase to apply to your student)

I do NOT want information released to the military.  
(Please place a check mark if you want this phrase to apply to your student)

**Fillmore Central Public Schools  
Student Computer Use Agreement  
2022-2023**

This student computer use agreement is made effective as of \_\_\_\_\_ (date) between Fillmore Central Public Schools and its student \_\_\_\_\_ + (student's name) and states the agreement of the parties as follows.

Equipment subject to agreement: The equipment subject to this agreement includes laptop computer, computer accessories and related software.

Ownership: The school shall be deemed to have retained title to the equipment at all times, unless the school transfers title to student. The student shall hold no security or ownership interest in the equipment. Likewise, the student shall hold no security or ownership interest neither in the licenses to the installed software included with the equipment nor in the licenses to any other software that the school may from time to time install on the notebook computer used by the student.

Term equipment use: The student shall return the equipment in good operating condition to the technology department of the school if the student is not enrolled in the current school year. The school may require the student to return the equipment at any time and for any reason.

Equipment storage and use at school: The equipment must be on the school's premise during each of the student's normal school days.

Use of equipment: The primary use of the equipment by the student is for the student's educational programs. The student may use the equipment for other purposes only to the extent that such uses do not interfere with these primary uses. The student shall abide by the school's Acceptable Computer Use Policies.

Compliance with software licenses: The students shall not make copies of software licensed to the school.

Backup requirements: The student may store documents or other files on the equipment and the student is responsible for making backup copies of such documents or other files. In the event of loss of such documents or other files, the school's responsibility is limited to reloading the school's standard software suite on the equipment.

Care of equipment: The equipment may only be used in a careful and proper manner. The student shall keep the equipment in good operating order, allowing for reasonable wear and tear. The student will charge the laptop each evening, so the computer is ready for a full days work during school. The student shall immediately notify the high school technology coordinator if the equipment is not in good operating condition or is in need of repair. The school maintains a service contract covering the equipment.

Right of inspection: The student shall make the equipment available to the school's technology coordinator as necessary for purposes of inspection, maintenance, repair, upgrading, and/or software installation during normal school business hours or over holidays.

All equipment provided by and or obtained through the school are the property of Fillmore Central. As such, the school retains the right to take possession of said equipment at any time deemed necessary to complete any and all need inspections and repairs.

Loss: The student assumes all risks of loss of the equipment and agrees to return it to the school in the condition received from the school, with the exception of normal wear and tear.

Warranty: The school makes no warranty, expressed or implied, as to the equipment subject to this agreement. The student assumes the responsibility for the condition of the equipment.

Indemnity of school for loss or damage: If the equipment is damaged due to negligence or lost, the school shall have the option of requiring the student to repair the equipment to a state of good working order or reimburse the school for the replacement cost of such equipment.

Equipment warranty and insurance: Before a student receives their laptop, parents must pay the \$40.00 to join School District Protection or sign a waiver that Personal Insurance will cover damages. If parents join School District Protection, the first incident will be covered 90% school, 10% parent/student. Second incident will be covered 75% School District Protection and 25% parent/student. The third incident and beyond will be the sole responsibility of parent/student. The student must notify the school immediately if any claims need to be made. Students are required to keep equipment in the provided cases, when the laptop is not in use.

Any attempt by the student to repair equipment on their own will void warranty and insurance coverage. The student is never to duct tape or superglue or otherwise try to repair damaged equipment on his/her own. Attempting to do so is considered gross negligence and voids warranty and or insurance coverage resulting in the student being responsible for any and all charges related to the repair or replacement of the equipment.

Damage to equipment due to gross negligence or willful misconduct is not covered by warranty or insurance. If damage is attributed to either of these causes, the student will be held responsible for all charges related to the repair or replacement of equipment.

Equipment (batteries) carries only a one-year warranty. Batteries needing replacement past the first year of use will be the responsibility of Fillmore Central.

Any theft or accidental damage to equipment must be reported immediately. Any theft of laptop will be turned over to and handled by the Fillmore County Sheriff's Office.

Signature page will be completed the night of Parent/Student orientation or for those students registering during the school year at the time of registration.

Entire agreement and modification: This agreement constitutes the entire agreement between the parties. No modification or amendment to this agreement shall be effective unless in writing and signed by both parties. This agreement replaces any and all prior computer use agreements by both parties.

\*\*\*Governing Law: Nebraska statues 79-737 and 79-2, 127 allow the district to obtain reimbursement from, or on behalf of, students for any damage to, loss of, or failure to return school property. Student/borrower acknowledges and agrees that his/her use of the district property is a privilege and that by student/borrower's agreement to the terms hereof, student/borrower acknowledges his/her responsibility to protect and safeguard the district property and to return the same in good condition and repair upon request by Fillmore Central Public Schools.

Waiver: The failure of either party to enforce any provision of this agreement shall not be construed as a waiver or limitation of that party's right to be subsequently enforce and compel strict compliance with every provision of this agreement.

Disclosures: The student and his/her parent/guardian hereby agree to these policies and regulations.

School: Fillmore Central Public Schools

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Student's Grade: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Laptop Serial Number: \_\_\_\_\_



Fillmore Central Public Schools  
Computer Damage/Loss Cooperative Fund  
2022-2023 School Year

**APPLICATION FORM**

**Please read this entire document to determine if this program is needed for you and your student's protection against damage and loss of the loaned computer equipment in your care. This form must be completed and marked Yes or No before the computer will be provided to the student.**

**COVERAGE AND BENEFIT**

Parents/students may pay \$40.00 and be part of School District Protection coverage. Belonging to the School District Protection coverage would cover 90% of expense on the first incident and 75% of expense on the 2<sup>nd</sup> incident. Third or more incidents, involving damages to a laptop, will be the sole responsibility of the parent/student. Coverage for the School District Protection Plan is 24/7. Parents will be given the option of Self Insurance, under their homeowner's insurance plan and not pay the \$40.00.

**EFFECTIVE AND EXPIRATION DATES**

This coverage is effective from the date of this request form and premium payment is received by the school through the date at which the computer is requested to be returned in good order to the school.

**PREMIUM**

The total premium cost is \$40.00 per school year. Partial semesters are not refundable.

It is agreed and understood that:

- The Fillmore Central Public Schools will offer coverage to all students.
- Coverage is totally voluntary
- A separate application will be needed for each computer covered.

**Complete the following information below and return to the main office no later than August 26, 2022**

Date of Request \_\_\_\_\_ Grade \_\_\_\_\_

Name of Student \_\_\_\_\_

Address \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ Other Phone \_\_\_\_\_

\_\_\_\_\_ Yes, I would like to participate in the Damage/Loss Cooperative.

\$40.00 Payment:       Check # \_\_\_\_\_       Cash       Money Order

\_\_\_\_\_ No, I decline service at this time, and I understand that I am responsible for 100% of any damage or loss to the loaned computer.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**MEDICAL TREATMENT RELEASE FORM**  
**(Athletics, Activities and Field Trips)**

Student Name \_\_\_\_\_

Address \_\_\_\_\_

Home Phone \_\_\_\_\_

Parent Work Phone \_\_\_\_\_

Emergency Phone Number \_\_\_\_\_

Nearest Relative Name \_\_\_\_\_

Nearest Relative Address \_\_\_\_\_

Health Insurance Company \_\_\_\_\_

Health Insurance Policy Number \_\_\_\_\_

Family Doctor \_\_\_\_\_

Family Doctor Office Phone Number \_\_\_\_\_

Family Doctor Home Phone Number \_\_\_\_\_

Student Hall Locker Number \_\_\_\_\_

Fillmore Central Public Schools has my permission to allow emergency medical treatment to my son/daughter. I also give my permission for medical treatment to be administered from proper certified medical authorities when an emergency occurs.

\_\_\_\_\_  
Parent/Guardian Signature

I give my permission for the athletic trainer to give my son/daughter to be given Advil, Tylenol, or Motrin/ibuprofen.

\_\_\_\_\_  
Parent/Guardian Signature

# COMPUTER USER AGREEMENT AND PARENT PERMISSION FORM

As a user of the Fillmore Central Public School District #25 computer network, I hereby agree to comply with the herein stated rules by communicating over the network in a reliable fashion while honoring all relevant laws and restrictions.

Student's Signature(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

As a parent/guardian of the student(s) signing above, I grant permission for my son or daughter to access networked computer services such as electronic mail and the Internet. I understand that individuals and families may be held liable for violations. I understand that some materials on the Internet may be objectionable, but I accept responsibility for guidance of Internet use, setting and conveying standards for my daughter/son to follow when selecting, sharing, or exploring information and media.

### **Digital Learning Questions**

Primary Learning Device Away from School – Please select one.

- Desktop Computer
- Laptop Computer
- Tablet
- Smartphone
- None
- Other – Please List

Primary Learning Device Access – Please select one.

- Shared
- Not Shared
- Unknown

Primary Learning Device Provider – Please select one.

- Personal
- School
- Other

## Digital Equity Indicators

Internet Access in Residence

- Yes
- No

Barrier to Internet Access in Residence (If no on previous question)

- Not Available
- Not Affordable
- Other

Internet Access Type in Residence (If more than one internet service type select primary source of internet access for doing school work.

- Residential Broadband
- Cellular Network
- Hot Spot
- Community Provided Wi-Fi
- Satellite
- Dial-up
- Other
- None
- Unknown

Internet Performance in Residence (If more than one internet service type use the performance of the access type selected in Internet Access Type in Residence)

- Yes
- Sometimes
- No

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

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## **Section 1                      Extracurricular Activity Philosophy**

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

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

### Safety

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

### Warning for Participants and Parents

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

## **Section 2                      Extracurricular Activity Code of Conduct**

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

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

### **Scope of the Code of Conduct.**

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

Extracurricular activities include but are not limited to: all sports, Cheerleading, Pep Band, Jazz Band, L Street Singers, Speech, One-Act, FBLA, FCCLA, FFA, Close-Up, Mock Trial, Student Council, National Honor Society, Quiz Bowl 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 calendar year, whether or not the student is a participant in an activity at the time of such conduct.

For example, the rules 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. If an FBLA or FCCLA student plans to participate in a conference in July and commits a Code of Conduct in June, the student may be suspended from participating in the conference.

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 determined by the Board of Education to be reasonably necessary to aid students, further school purposes, and prevent interference with the educational process. Such conduct constitutes grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.

2. Use of violence, force, coercion, threat, intimidation, bullying, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon 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 a 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, inhalant or any look alikes or imitations, including K2, electronic cigarettes, vapor pens, etc. (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 any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
11. Repeated violation of any of the school rules.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
14. 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.

15. Willfully violating the behavioral expectations for those students riding Fillmore Central Public School buses or vehicles used for activity purposes.
16. 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.
17. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event. (see High School Handbook)
18. 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.
19. 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.
20. 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.

### **Drug and Alcohol Violations. (Including Tobacco)**

#### **Meaning of Terms.**

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

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

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

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

immediately leave the party, even though the student has not touched or consumed the alcohol.

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

### **Consequences.**

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

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

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

### **Drugs and Alcohol. (including Tobacco)**

An activity participant who violates the drug, tobacco, alcohol, or any look alikes or imitations, including K2, electronic cigarettes, vapor pens, etc rules (other than steroids) shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: 30 calendar days and at least 3 activities. If a student self-reports within 48 hours to their coach, AD, or principal, the suspension shall be reduced to 21 calendar days and at least 2 activities.
2. Second Violation: 60 calendar days and at least 6 activities. If a student self-reports within 48 hours to their coach, AD, or principal, the suspension shall be reduced to 42 calendar days and at least 4 activities. The student will also be required to attend a Drug/Alcohol program that is approved by the school. Should a student choose not to complete the Drug/Alcohol program, 18 calendar days at 2 activities will be added to their suspension. Proof of successful completion of the program must be submitted in writing to the Activities Director. All costs associated with the program are to be borne by the student/parent or guardian.
3. Third and subsequent violations: A third or subsequent violation will result in a suspension from all activities for a period of one year. The student will be required to attend a Drug/Alcohol program that is approved by the school. The student's suspension will continue past one year if the Drug/Alcohol program is not completed.

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

**Note: Violations occurring during 7<sup>th</sup>-8<sup>th</sup> grade years are kept separate from those that occur during the 9<sup>th</sup>-12<sup>th</sup> grade years.**

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

1. First Violation: 30 consecutive days.
2. Second or Any Subsequent Offense: One calendar year.

**When Suspensions Begin.** All suspensions begin at the date the student is informed by the administration. Under suspension, students participating in an activity season must complete the season for the suspension to be acceptable.

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

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

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

In making a self-report, the student must identify the events that took place, what conduct the student engaged in, and any witnesses to the student's conduct, 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 they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

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

expected to fully, completely, and honestly provide the information. Students may be disciplined for a failure to be honest and forthright.

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

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.
3. When a student admits to violating one of the standards of the Code of Conduct.
4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.
5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

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

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.
2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.
  - a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.
  - b. The suspension may be imposed prior to the meeting if the meeting can not reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.
3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Principal or the Principal's designee will send a written statement to the student and the student's parents or 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. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.
  - a. A form to request such a hearing must be signed by the parent or guardian. A form will be provided with the notice letter or otherwise be made available by request from the Principal's office.
  - b. The request for a hearing must be received by the Superintendent's office within five days of receipt of the notice letter.
  - c. If a hearing is requested:
    - i. The hearing will be held within ten calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.
    - ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.
    - iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session). The written decision will be mailed or otherwise delivered to the participant, parent or guardian.
    - iv. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the informal hearing) will be kept by the school if requested sufficiently in advance of the hearing by the parent/guardian.
5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures
6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.
- 7.

### **Section 3                      Attendance**

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly. Students who have "excessive absences" as determined under the school's attendance policy are ineligible to participate in extracurricular activity contests or performances. Students who have four or more unexcused absences in the semester of participation will be ineligible to participate in extracurricular activity contests or performances.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.

3. On the day of a contest, performance or other activity, be in attendance for the full day. A student who is not in attendance the full day is ineligible for the contest, performance, activity or practice. A full day is defined as not later than 15 minutes into the first period of the day.

Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved by the Principal or Athletic Director.

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

#### **Section 4                      Academic Standards**

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

1. High School. No student shall participate in any activity if he or she is failing two or more classes. Determination of whether a student is on the ineligible list is based upon semester-to-date grade point average. A student cannot gain eligibility for one week after being placed on the ineligible list. A week is from 12:01 A.M. Monday through 11:59 P.M. Sunday.
2. Middle School. No student shall participate in any activity if he or she is failing three or more classes. Determination of whether a student is on the ineligible list is based upon semester-to-date grade point average. A student cannot gain eligibility for one week after being placed on the ineligible list. A week is from 12:01am Monday through 11:59 pm Sunday.
3. Academic requirements do not apply to:
  - (A) Instructional field trips which are a part of the scheduled course learning experience and for which a grade is given; or
  - (B) Prom, Homecoming Activities, and school dances.
4. The high school eligibility policy will determine a student's academic standing.

#### **High School Principal Responsible To:**

In order to be eligible for extra-curricular activities, students in grades 9-12 cannot be failing three (3) or more classes. Students failing three (3) or more classes will be declared ineligible and will not be allowed to participate in any interscholastic activity sponsored by

Fillmore Central High School. Beginning the third week in each semester, students that are failing a class, based upon their semester to-date grade, will be reported to the high school's lead secretary on Friday morning at 8 a.m.; for the purpose of determining student eligibility. Students will be ineligible starting the following Monday at 12:01 AM through the following Sunday at 11:59 PM. Students will be notified by their classroom instructor for doing failing work, as well as parents will be receiving a letter indicating whether their child is on the down list. Students are expected to practice with their team during this time frame and attend activities as a spectator. For a student to be eligible at the beginning of a school year, he/she must have passed a minimum of 20 credit hours, as per the NSAA, from the preceding semester.

## **Section 5                    “Team Selection” and “Playing Time”**

“Team selection” and “playing time” decisions are the responsibility of the individual coach or sponsor of the activity. Consistent, however, with the purpose of the activities program, the coaches and sponsors shall follow the following established guidelines for team selection and playing time decisions, along with such other guidelines as each individual coach and sponsor may develop which are not inconsistent with these established guidelines:

1.     School Representative. Student participants must demonstrate that they can and will represent themselves and their school in a manner which reflects the development of high ideals and appropriate values, which shall include good citizenship in the school and in the community.
  
2.     Success. Student participants must demonstrate that they can make the activity program more successful, both from a standpoint of competitive success and success in promoting a positive school spirit. Characteristics for purposes of 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.

## **Section 6                    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:

1.     Who Can Attend: Only students of Fillmore Central Public Schools and their guests may attend.
  - a. Students currently attending Fillmore Central High School or another Nebraska high school who have not been restricted from attending

- extracurricular activities at Fillmore Central High School or their own school are generally considered appropriate dates or invited guests.
- b. Persons who are younger than 16 or older than 19 years of age and not attending high school are generally considered to not be appropriate dates or invited guests for our school dances.
  - c. Some school dances may be restricted to students attending specified grades levels at Fillmore Central Public Schools. For any dances at the middle school level, only students attending Fillmore Central Public Schools in the grade(s) for which the dance is being held may attend.
  - d. Students who are currently suspended from school or from extracurricular activities may not attend.
  - e. The school reserves the right to exclude persons who may or do cause a disruption or detract from the event. Dates or invited guests not attending our school are expected to follow the same rules of conduct which apply to our students.
  - f. Rules for dances may restrict students and their guests from leaving dance until the dance ends without written parental permission on a form provided.
  - g. Students or their guests who engage in inappropriate behavior, whether on or off of the dance floor, may be asked to leave.
2. Prohibited Substances: Alcoholic beverages, illegal drugs, and tobacco are prohibited. Anyone using these or showing the effects of use will not be allowed admission or, if discovered after admission, be removed from the dance. Their parents may be contacted.

Students and their dates may be required to submit to a breathalyzer prior to gaining entrance. Those who choose not to submit to a breathalyzer will not gain entrance. Law enforcement will be contacted if there is reasonable suspicion that the student or a student's date is under the influence of alcohol or drugs.

3. Appropriate Attire: Students and their guests must meet the dress code requirements established for each dance. Teachers or administrators will make the final decision as to whether or not a student's attire is appropriate. Students will be asked to change the inappropriate clothing. It is advisable to check in advance of the dance with the Principal or staff sponsor for the event if you are uncertain about your attire.

**Eligibility for Selection as Royalty.** Nomination and selection as royalty for school sponsored dances is an honor awarded by students to those of their peers that exemplify the highest standards of integrity and achievement. Students nominated for dance royalty must have demonstrated through their conduct, academic achievement and activities that they have represented, and will represent, themselves, their classmates, and their school in a manner which reflects outstanding effort, commitment to their school and fellow students, and integrity and good citizenship in the school and in the community. The students selected to be the "royalty" for the Homecoming and Prom or any other school sponsored dance or activity shall meet that

general standard as determined by the administration and, in addition, meet the following specific academic, activity and conduct standards:]

1. Achievement, Citizenship and Conduct Qualifications:
  - a. The student must have exhibited sportsmanship and leadership in activity endeavors and participation.
  - b. The student must have exhibited a cooperative and respectful attitude toward fellow students, teammates, opponents, sponsors, coaches, and officials.
  - c. The student must have a cumulative grade average of a 2.0 by the end of their Junior Year.
  - d. The student must not have had excessive violations of school policies and procedures during their high school career.
  - e. The student may not, within twelve months of the dance, have engaged in criminal violations involving: (i) a Class I, II, III, or IIIA or Class W misdemeanor; or (ii) a felony. Criminal violations will be deemed to have occurred where: (a) a student was cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist or (b) a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.
  
2. Royalty Candidate Eligibility and Selection: The determination of whether a student meets the foregoing conduct and citizenship qualification standards shall be made by the Senior Sponsor and the Principal for each dance at which royalty is to be selected.
  
3. Pre-Qualification of and Acceptance by Student: All students nominated for dance royalty shall meet with the Principal. At the meeting the Principal will review the eligibility requirements for the honor of dance royalty. The student will be required to confirm that the student meets all eligibility requirements. The student will be required to confirm his or her acceptance of the nomination for dance royalty and the responsibilities of such an all school honor. The Principal or designee may contact local, county and/or state law enforcement and judicial authorities to confirm a student's eligibility for the honor of being nominated for or awarded dance royalty.
  
4. Specific Dance Eligibility and Selection Requirements:
  - a. Homecoming Queen & King:
    - Only a senior girl shall be eligible to be Queen and only a Senior boy shall be eligible to be King.
    - The Senior Class will nominate five queen and five king candidates from the list of eligible students provided by the Senior Sponsor and Principal.
    - The queen and king will be chosen from the qualified nominees by secret vote of the student body during Homecoming week.

## Section 7

### 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.

#### Parents' Role in Interscholastic Athletics and Other Extracurricular Activities

##### Communicating with your children

- Make sure that 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 winning or losing, 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 there are two sides to every story. Temper your reaction and investigate before overreacting.

##### Communicating with the coach

- 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
  - Concerns expressed directly to the coach
  - 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 from 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 (except for reporting activity code violations)
- Appropriate procedures for discussing concerns with the coaches:
  - Call to set up an appointment with the coach
  - Do not confront a coach before or after a contest or practice ((these can be emotional times for all parties involved and do not promote resolution))
- What should a parent do if the meeting with the coach did not provide satisfactory resolution?
  - Call the athletic director to set up a meeting with the athletic director, coach, and parent present.
  - At this meeting, an appropriate next step can be determined, if necessary.

## **Section 8                      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

1. Show interest in the contest by enthusiastically cheering and applauding the performance of both teams.
2. Show proper respect for opening ceremonies by standing at attention and remaining silent when the National Anthem is played.
3. 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.
4. Do not “boo,” stamp feet or make disrespectful remarks toward players or officials.
5. Learn the rules of the game, so that you may understand and appreciate why certain situations take place.
6. Know that noise makers of any kind are not allowed.
7. Obey and respect officials and faculty supervisors who are responsible for keeping order. Respect the integrity and judgment of game officials.
8. Stay off the playing area at all times.
9. Do not disturb others by throwing material onto the playing area.
10. Show respect for officials, coaches, cheerleaders, personnel at the scorers’ table, and student-athletes.
11. Respect public property by not damaging the equipment or the facility.
12. Know that the school officials reserve the right to refuse attendance of individuals whose conduct is not proper.
13. Refrain from the use of alcohol and drugs on the site of the contest.

## **Section 9 Practice and Rehearsal Schedules**

Activities, practices, meetings, or rehearsals must be terminated by 6:30 p.m. There shall be no activities, practices, meetings, or rehearsals scheduled on Sunday. The only exceptions to this are:

- NSAA scheduled activities such as district or state contests as scheduled by the NSAA.
- Those state and national conventions and/or trips which extend over a number of days.
- When an NSAA sanctioned activity, or the equivalent, is scheduled on a Monday. (a Sunday practice would then be allowed, must be between 2:00 – 5:00 p.m.)
- When, in the judgment of the Superintendent of Schools, special circumstances warrant an exception.
- **PERSONNEL** **#4000**

## **Title IX Policy**

**#4000.A2**

It is the policy of the school district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the school district's programs or activities. The district is required by Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106 to not discriminate in such a manner.

### **1. Title IX Coordinator**

1.1. **Designation.** The district will designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this policy, who will be referred to as the “**Title IX Coordinator.**” The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment). This report may be made by any means, including but not limited to, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).

### **2. Definitions.** As used in this policy, the following terms are defined as follows:

2.1. **Actual knowledge** means notice of sexual harassment or allegations of sexual harassment to any district employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only district employee with actual knowledge is the respondent (as that term is defined below). “Notice” as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in subsection 1.1 above.

2.2. **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

2.3. **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. The only district official who is authorized to initiate the Grievance Process for Formal Complaints of Sexual Harassment against a respondent is the Title IX Coordinator (by signing a formal complaint). At the time of filing a formal complaint with the district, a complainant must be participating in or attempting to participate in the district's education program or activity. A formal complaint may be filed with the Title IX Coordinator in person, by

mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator under subsection 1.1 above, and by any additional method designated by the district. As used in this paragraph, the phrase “document filed by a complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this policy or under 34 C.F.R. part 106, and will comply with the requirements of this policy and 34 C.F.R. part 106, including subsections 5.1.3–5.1.4 and 34 C.F.R. § 106.45(b)(1)(iii).

2.4. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

2.5. **Consent** for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. District officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

2.6. **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

2.6.1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual’s participation in unwelcome sexual conduct;

2.6.2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district’s education program or activity;

2.6.3. **Sexual assault**, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), which means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation:

*\*A complete list is available in the Board Policy Book Definition.*

2.6.4. **Dating violence**, as defined in 34 U.S.C. § 12291(a)(10), which means violence committed by a person—

2.6.4.1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and

2.6.4.2. where the existence of such a relationship shall be determined based on a consideration of the following factors:

2.6.4.2.1. The length of the relationship.

2.6.4.2.2. The type of relationship.

2.6.4.2.3. The frequency of interaction between the persons involved in the relationship.

2.6.5. **Domestic violence**, as defined in 34 U.S.C. § 12291(a)(8), which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

2.6.6. **Stalking**, as defined in 34 U.S.C. § 12291(a)(30), which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

2.6.6.1. fear for his or her safety or the safety of others; or

2.6.6.2. suffer substantial emotional distress.

2.7. **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

### 3. **Discrimination Not Involving Sexual Harassment.**

3.1. **General Prohibition.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district.

3.2. **Specific Prohibitions.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, in providing any aid, benefit, or service to a student, the district will not on the basis of sex:

- 3.2.1. Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;
- 3.2.2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
- 3.2.3. Deny any person any such aid, benefit, or service;
- 3.2.4. Subject any person to separate or different rules of behavior, sanctions, or other treatment;
- 3.2.5. Apply any rule concerning the domicile or residence of a student or applicant;
- 3.2.6. Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;
- 3.2.7. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

3.3. **Complaint Procedure.** All complaints regarding any alleged discrimination on the basis of sex, including without limitation violations of this policy, 34 C.F.R. part 106, Title IX, Title VII, or other state or federal law—when the alleged discrimination does not arise from or relate to an allegation of sexual harassment as defined in subsection 2.6 above—shall be addressed pursuant to the district’s general complaint procedure, Board Policy 7312.

### 4. **Response to Sexual Harassment**

4.1. **Reporting Sexual Harassment.** Any person who witnesses an act of unlawful sexual harassment is encouraged to report it to the District’s Title IX Coordinator. No

person will be retaliated against based on any report of suspected sexual harassment or retaliation. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator as soon as reasonably practicable, but in no case later than the end of the following school day.

**4.2. General Response to Sexual Harassment.** When the district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, the district will respond promptly in a manner that is not deliberately indifferent. The district will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this policy “education program or activity” includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs. The district’s response will treat complainants and respondents equitably by offering supportive measures as defined in subsection 2.7 above to a complainant, and by following the grievance process described in section 5 below before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

**4.3. Emergency Removal.** Nothing in this policy precludes the district from removing a respondent from the district’s education program or activity on an emergency basis, provided that the district undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In the event that the district so removes a respondent on an emergency basis, then the district will provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

**4.4. Administrative Leave.** Nothing in this policy precludes the district from placing a non-student employee respondent on administrative leave during the pendency of a grievance process that complies with section 5 below. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

**4.5. General Response Not Conditioned on Formal Complaint.** With or without a formal complaint, the district will comply with the obligations and procedures described in this section 4.

## **5. Grievance Process for Formal Complaints of Sexual Harassment.**

## 5.1. General Requirements.

- 5.1.1. **Equitable Treatment.** The district will treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following the grievance process described in this section 5 before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies will be designed to restore or preserve equal access to the district's education program or activity. Remedies may include the same individualized services described in subsection 2.7 as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.
- 5.1.2. **Objective Evaluation.** This grievance process requires an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a complainant, respondent, or witness.
- 5.1.3. **Absence of Conflicts of Interest or Bias.** The district will require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by a recipient to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.
- 5.1.4. **Training.** The district will ensure that all individuals or entities described in this Training section 5.1.4 receive training as provided below. Any materials used to train these individuals will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.
- 5.1.4.1. **All District Employees and Board Members.** All district employees and board members will be trained on how to identify and report sexual harassment.
- 5.1.4.2. **Title IX Coordinators, Investigators, Decision-Makers, or Informal Resolution Facilitators.** The district will ensure that Title IX Coordinators, investigators, decision-makers, or any person designated by the district to facilitate an informal resolution process receive training on:
- 5.1.4.2.1. The definition of sexual harassment in subsection 2.6;
- 5.1.4.2.2. The scope of the district's education program or activity;

- 5.1.4.2.3. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and
- 5.1.4.2.4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.
- 5.1.4.3. **Decision-Makers.** The district will ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in subsection 5.6.
- 5.1.4.4. **Investigators.** The district will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in subsection 5.5.8.
- 5.1.5. **Presumption.** It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- 5.1.6. **Reasonably Prompt Time Frames.** This grievance process shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes. The process shall also allow for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
- 5.1.7. **Range of Possible Sanctions and Remedies.** Following a determination of responsibility, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion.
- 5.1.8. **Range of Supportive Measures.** The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.

- 5.1.9. **Respect for Privileged Information.** The district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

5.2. **Notice of Allegations.**

- 5.2.1. **Initial Notice.** Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:

5.2.1.1. A copy of this policy.

5.2.1.2. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in subsection 2.6, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under subsection 5.5.5, and may inspect and review evidence under subsection 5.5.5. The written notice will inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

- 5.2.2. **Supplemental Notice.** If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Initial Notice described above, the district will provide notice of the additional allegations to the parties whose identities are known.

5.3. **Dismissal of Formal Complaint.**

5.3.1. The district will investigate the allegations in a formal complaint.

5.3.2. **Mandatory Dismissals.** The district **must** dismiss a formal complaint if the conduct alleged in the formal complaint:

- 5.3.2.1. Would not constitute sexual harassment as defined in subsection 2.6 even if proved;
  - 5.3.2.2. Did not occur in the district’s education program or activity; or
  - 5.3.2.3. Did not occur against a person in the United States.
- 5.3.3. **Discretionary Dismissals.** The district **may** dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing:
- 5.3.3.1. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
  - 5.3.3.2. The respondent is no longer enrolled in or employed by the district; or
  - 5.3.3.3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
- 5.3.4. Upon a dismissal required or permitted pursuant to subsections 5.3.2 or 5.3.3 above, the district will promptly send written notice of the dismissal and an explanation of that action simultaneously to the parties.
- 5.3.5. Dismissal of a formal complaint under this policy does not preclude the district from taking action under another provision of the district’s code of conduct or pursuant to another district policy.

5.4. **Consolidation of Formal Complaints.** The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular “party,” “complainant,” or “respondent” include the plural, as applicable.

5.5. **Investigation of Formal Complaint.** When investigating a formal complaint and throughout the grievance process, the district will:

- 5.5.1. Designate and authorize one or more persons (which need not be district employees) as investigator(s) to conduct the district’s investigation of a formal complaint;

- 5.5.2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the district will obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);
- 5.5.3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- 5.5.4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- 5.5.5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
- 5.5.6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- 5.5.7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report; and

- 5.5.8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

**5.6. Exchange of Written Questions.** After the district has sent the investigative report to the parties pursuant to subsection 5.5.8, but before reaching a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.

#### **5.7. Determination Regarding Responsibility**

- 5.7.1. **Decision-Maker(s).** The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).
- 5.7.2. **Written Determination.** The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) will apply the preponderance of the evidence standard. The written determination will include:
  - 5.7.2.1. Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;
  - 5.7.2.2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
  - 5.7.2.3. Findings of fact supporting the determination;
  - 5.7.2.4. Conclusions regarding the application of the district's code of conduct to the facts;

- 5.7.2.5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and
  - 5.7.2.6. The district's procedures and permissible bases for the complainant and respondent to appeal.
  - 5.7.3. The district will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.
  - 5.7.4. The Title IX Coordinator is responsible for effective implementation of any remedies.
- 5.8. **Appeals.** The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the grounds identified below.
- 5.8.1. **Time for Appeal.** Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within ten (10) calendar days of the date of the respective written determination of responsibility or dismissal from which the appeal is taken. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.8.2 below) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy, 34 C.F.R. part, 106, and Title IX.
  - 5.8.2. **Grounds for Appeal.** Appeals from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, are limited to the following grounds:
    - 5.8.2.1. Procedural irregularity that affected the outcome of the matter;
    - 5.8.2.2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

5.8.2.3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

5.8.3. As to all appeals, the district will:

5.8.3.1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;

5.8.3.2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

5.8.3.3. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in subsections 5.1.3–5.1.4.

5.8.3.4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;

5.8.3.5. Issue a written decision describing the result of the appeal and the rationale for the result; and

5.8.3.6. Provide the written decision simultaneously to both parties.

5.9. **Informal Resolution.** The district will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section. Similarly, the district will not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

5.9.1. Provides to the parties a written notice disclosing:

5.9.1.1. The allegations;

5.9.1.2. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;

- 5.9.1.3. That at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
- 5.9.1.4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- 5.9.2. Obtains the parties' voluntary, written consent to the informal resolution process; and
- 5.9.3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

**5.10. Recordkeeping.**

- 5.10.1. The district will maintain for a period of seven years records of:
  - 5.10.1.1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;
  - 5.10.1.2. Any appeal and the result therefrom;
  - 5.10.1.3. Any informal resolution and the result therefrom; and
  - 5.10.1.4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The district will make these training materials publicly available on its website, or if the district does not maintain a website then the district will make these materials available upon request for inspection by members of the public.
- 5.10.2. For each response required under section 4, the district will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a complainant with supportive measures, then the district will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases

or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

6. **Superintendent Authorized to Contract.** The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.

7. **Access to Classes and Schools.**

7.1. **General Standard.** Except as provided in this section or otherwise in 34 C.F.R. part 106, the district will not provide or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on the basis of sex.

7.1.1. **Contact sports in physical education classes.** This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.

7.1.2. **Ability grouping in physical education classes.** This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

7.1.3. **Human sexuality classes.** Classes or portions of classes that deal primarily with human sexuality may be conducted in separate sessions for boys and girls.

7.1.4. **Choruses.** The district may make requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex.

7.2. **Classes and Extracurricular Activities.** The district may provide nonvocational single-sex classes or extracurricular activities as permitted by 34 C.F.R. part 106.

8. **Athletics.** It is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club, or intramural athletics offered by the district, and that the district will not provide any such athletics separately on such basis.

8.1. **Separate Teams.** Notwithstanding the foregoing paragraph, the district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport.

8.2. **Equal opportunity.** The district will provide equal athletic opportunity for members of both sexes. Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance with this section.

9. **Certain Different Treatment on the Basis of Sex Permitted.** Nothing herein shall be construed to prohibit the district from treating persons differently on the basis of sex as permitted by Title IX or 34 C.F.R. part 106. For example, and without limiting the foregoing, the district may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.

10. **Retaliation Prohibited.** Neither the district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, 34 C.F.R. part 106, or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. The district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. § 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to shall be addressed pursuant to Board Policy 2006 (Complaint Procedure).

10.1. **Specific Circumstances.**

10.1.1. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this section.

10.1.2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under this section, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

11. **Notification of Policy.** The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the existence of this policy. The requirement to not discriminate, as stated in Title IX and 34 C.F.R. part 106, in the district's education program(s) or activities extends to admission and employment, and inquiries about the application of Title IX and 34 C.F.R. part 106 to the district

may be referred to the district's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

12. **Publication of Policy.** The district will prominently display on its website, if any, and in each handbook that it makes available to applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).

13. **Application Outside the United States.** The requirements of this policy apply only to sex discrimination occurring against a person in the United States.

14. **Scope of Policy.** Nothing herein shall be construed to be more demanding or more constraining upon the district than the requirements of Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106. To the extent that the district is in compliance with Title IX and 34 C.F.R. part 106, then all of the district's obligations under this policy shall be deemed to be fulfilled and discharged.

**Policy Adopted: 9-14-20**

**(Fillmore Co. School District #30-0025)**  
***Fillmore Central Public School***

**Appendix A**

RECEIPT OF FILLMORE CENTRAL HIGH SCHOOL

2021-2022 STUDENT-PARENT ACTIVITY HANDBOOK

We acknowledge receipt of the 2021-2022 Student-Parent Activity Handbook.

We agree to abide by the extracurricular activity code of conduct set forth in the handbook and the other rules and regulations set forth in the handbook.

We agree to read the handbook. In the event we have a question on the meaning of any of the material in the handbook, we understand that we can request a conference with the Principal or the Athletic Director to get an explanation.

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

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

\_\_\_\_\_  
Student's Printed Name

\_\_\_\_\_  
Parent or Legal Guardian's Printed

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent or Legal Guardian's Signature

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## **Introduction and Purpose of Handbook**

Welcome to the Activities Staff of Fillmore Central Public Schools. As an activities sponsor/coach, you can have a tremendous impact on individual students. Cooperation and hard work are the keys to working with other staff members. Do not hesitate to ask for assistance, as other staff members are willing to help in any way possible. The purpose of this handbook is three-fold: 1) to create uniformity in dealing with each coach and his/her sport and each sponsor and his/her activity; 2) to give all coaches and sponsors the proper procedures to follow; and 3) to have set policies so that coaches, sponsors, students, and parents are informed on what we are doing in the activities program. The philosophy of each program must promote success, growth and participation. Success, in that every time a student competes he/she strives for his/her best. Growth, in that practices develop fundamentals, improved skills, and values such as sportsmanship, character, and leadership. Participation in that all students feel a part of the "team" and are given an opportunity to participate to the best of their ability. Accountability is a very important part of any program. Hopefully, this handbook will answer most of the questions you might have. Please bear in mind that on-going additions, changes, and deletions will be made. While evaluation of the handbook will be done annually in May, your on-going input will be considered.

## **Administration of the Activities Program**

The superintendent of schools is ultimately responsible for all phases of the Fillmore Central Public Schools Activities Program. The Activities Director acts as the superintendent's representative of the activity programs. Further, the daily organization and administration of the Activities Program is delegated to the Activities Director.

### **The Activities Director shall:**

1. Report and recommend to the secondary principal and or superintendent all matters involving athletic/activities programs, their development, and direction.
2. Prepare a budget for all athletic activities and oversee the budget development of all organizations.
3. Prepare annual reports, handbooks, policies, and procedure booklets to be approved by the administration.
4. Supervise requisitions for equipment and supplies and allocate funds for athletics.
5. Approve all athletic/activities expenditures.
6. Develop procedures for inventory and property accounting for all activities.
7. Handle all correspondence and other information necessary to arrange, schedule, and contract for all events of interscholastic nature.
8. Develop policies and procedures for maintaining and supervising a calendar of activities and interscholastic contests.
9. Seek the principal's and superintendent's approval of the developed activities calendar.
10. Arrange for contracting and payment of officials, entry fees, and other necessary expenditures according to requirements.
11. Coordinate and approve arrangements for transportation, lodging, and meals for activity events.
12. Oversee and develop procedures for care, maintenance, and storage of athletic equipment and supplies.

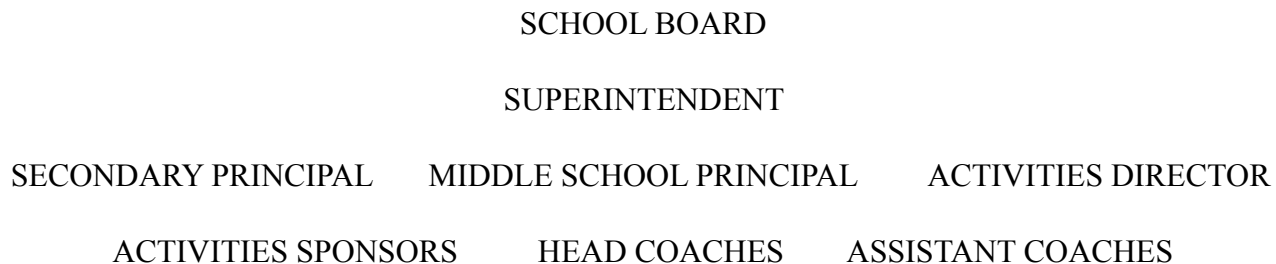
13. Arrange for required medical examinations for student athletes and keep a file on student physical forms, consent forms, warning forms, and other items necessary for activity participation.
14. Develop consistent policies for and approve the granting of awards for student athletic performance.
15. Help develop and secure approval of police for the assignment of personnel to handle ticket sales, supervision, and other functions required during student athletic events.
16. Secure medical personnel for home athletic events as specified by established parameters.
17. Represent the Fillmore Central Public Schools at conference, state, or other area meetings involving interscholastic student activities.
18. Schedule and supervise coaches while encouraging their growth through staff development activities (clinics, workshops, etc).
19. Assume a leadership role in the development of a well-rounded program of student activities.
20. Assure regulations, regarding student and staff eligibility, are compiled for the students and staff of the Fillmore Central High School.
21. Supervise and/or arrange for supervision at games, meets, or contests where supervision is required and supervise the preparation of program materials for athletic performances.
22. Participate in the recruitment, interviewing, selecting, and evaluating of coaches/sponsors.
23. Stimulate cooperative and conciliatory relationships among administrators, teachers, students, and the community regarding the activities program of the Fillmore Central Public Schools.
24. Interpret NSAA and other applicable rules and regulations to the staff.
25. Serve as a counselor and “sounding board” for students and staff members where activities are concerned.
26. Keep accurate records of all activity events from year to year.
27. Establish procedures to assure the security of facilities following activity events.
28. Coordinate facility usage for athletics (practice schedules, games, etc.) and activities as appropriate.
29. Supervise the preparation of facilities for activities.
30. Secure approval of visiting schools of all home officials for varsity sports.
31. Assist the Booster Club upon request.
32. Monitor, assist, and schedule groups selling concessions.
33. Assume other administrative responsibilities as assigned by secondary principal and/or superintendent.

**The Coaching Staff:** The coaches are official representatives of the school. The coaches and assistant coaches have the entire responsibility of the guidance of their squads. It is the personal obligation of the coach to have a thorough knowledge of the policies and procedures of the athletic department of the Fillmore Central Public School District, as well as all conference, state, and federal rules pertaining to the coach’s sport.

**The Nebraska School Activities Association (NSAA):** This group is the official organization in Nebraska for regulating and conducting athletic events, contests, and tournaments among member high schools. The purpose of the association shall be to promote the best interests of secondary education; to maintain cooperation, professional growth, and good fellowship among its members; and to secure uniform regulations and control of interscholastic participation in activities throughout the state as an integral part of the educational program for secondary school students. The NSAA sets up BYLAWS and guidelines for school programs. Should you have questions concerning these, please contact the Activities Director for discussion.

**Activity Sponsors:** The activity sponsors are official representatives of the school. The activity sponsors have the entire responsibility of the guidance of their activities. It is the personal obligation of the sponsor to have a thorough knowledge of the policies and procedures of the activities program of the Fillmore Central School district, state, and national rules pertaining to the sponsor's activity.

**Responsibility for the Administering of the Local Activities Program:** The principal is responsible for all school activities that affect students in his/her building. It is imperative that he/she be involved with the operation of the activities program. The activities director is responsible for the actual administration and mechanics of operation of the program. Any problems should follow the chain of responsibility as diagrammed below:



### **Responsibilities and Duties**

#### **The Head Coach Shall:**

1. Be responsible for the development and formulation of his/her program in grades 7-12
2. Develop season, weekly and daily practice schedules and assist sub-varsity coaches in doing the same.
3. Recommend assistant coaches to the activities director.
4. Meet regularly with other appropriate staff members.
5. Follow all procedures for conducting the interscholastic program and will turn in all reports properly.
6. Evaluate assistant coaches as outlined in the evaluation procedure.
7. Make certain that lights are out, doors closed and locked, equipment put away, and everything is in order after every practice session and game or make arrangements with the custodial staff if they are on duty.
8. Follow through with strict supervision of the locker area, prior to and after each practice and game.
9. Put an announcement in the morning bulletin of students attending activities three days prior to the event.
10. Be available during the year to lend assistance in guidance and counseling to his/her squad members for scholastic achievement, college entrance, and if necessary, discipline.
11. Attend the NSAA Rules meeting in his/her sport.
12. Follow up on all injuries.
13. Perform other such tasks as may be assigned by the activities director.
14. Be legally certified under NSAA rules.

### **Sub-Varsity Coaches Shall:**

1. Act as assistant coaches to the head coach. They are required to follow the direction of the head coach in all matters pertaining to their sport.
2. Conduct planned daily practice sessions incorporating those techniques and drills as directed by the head coach.
3. Develop with the head coach the season, weekly and daily practice sessions.
4. Attend all varsity games and scrimmages when directed by the head coach.
5. Follow all procedures for conducting the interscholastic athletic program and turn in all reports properly.
6. Be available for any meetings that may be called by the head coach.
7. Perform other such tasks as may be assigned by the head coach or activities director.
8. Be legally certified under NSAA rules. (Middle School coaches must be approved by Superintendent and Middle School Principal as of September, 2013)

### **Sponsors and Directors Shall:**

1. Be responsible for the development and formulation of his/her program in grades 7-12 or the appropriate grade levels.
2. Develop yearly, weekly, and daily schedules.
3. If necessary or required, recommend assistants or aides to the activities director.
4. Meet regularly with other appropriate staff members.
5. Follow all procedures for conducting the activities program and will turn in all reports properly.
6. Make certain that lights are out, doors closed and locked, equipment and materials put away, and everything is in order after every practice, event, or activity or make arrangements with the custodial staff, if they are on duty.
7. Follow through with strict supervision, prior to and after each practice, activity, or event.
8. Be available during the year to lend assistance in guidance and counseling to his/her members for scholastic achievement, college entrance, and if necessary, discipline.
9. For NSAA related activities, be knowledgeable in the NSAA rules which pertain to your activity.
10. Be aware of any local, state, regional, or national rules or regulations pertaining to your activity.
11. Follow up on all illnesses or injuries, which may occur during your activity.
12. Submit trip itineraries and financial plans, at least four months in advance, for extended out-of-state trips.
13. Submit a fundraising schedule for the following school year to the activities director no later than May 1 of each school year. This schedule will then be placed on the school's master calendar.
14. Submit a financial summary form to the activities director immediately following the conclusion of all fund raising activities.
15. Perform other tasks as may be assigned by the activities director.

## Areas of Supervision:

1. Locker rooms/practice rooms – It is the responsibility of each coach/sponsor to actually supervise or set up a supervision system of all squad members at all times when the locker room/practice room is in use. Property destruction, property abuse, stealing, and improper conduct should not be tolerated. Coaches/sponsors are responsible until the last participant leaves the building and should not leave until the last member of the activity clears the building. If a group is the last one using the area, that particular coach/sponsor is responsible for checking to see that everything is off, floor is picked up, lights are out, and doors and windows are secured.
2. Gymnasiums, fields, theaters and other areas – Students must be supervised at all times. If the head coach or sponsor cannot be in the necessary areas, assistants or other assigned adults must be present. All students should be made aware of this supervisory system and the rules of conduct should be very clear. Each coach or sponsor is responsible for his/her entire activity, from beginning to end.
3. Transportation – Transportation requests are to be submitted to the building principal if students will be missing class time. If not they are to be submitted to the activities or assistant director for their approval. They will submit them to the transportation director. When problems arise, coaches or sponsors are to deal directly with the transportation director while keeping the activities director informed. Upon request, the activities director will assist in keeping open communication channels. Coaches and sponsors should contact the transportation director prior to using the vans to receive any special instructions.
  - a. Whether a bus or a van, the coach and team or sponsor and group are responsible for the cleanliness of the vehicle. All items brought on to the bus, i.e. pop cans, chip bags, etc., and should be taken off the vehicle upon return to the school.
  - b. Coaches and sponsors are to make sure students conduct themselves in a safe and proper fashion at all times while on the bus. Rather than sitting in the front of the bus with the driver, coaches/sponsors may wish to sit in the middle or back of the bus to enforce proper behavior at all times.
  - c. All windows of the bus should be unobstructed. Students should not hang items from the bus rack that obscure the driver's vision.
  - d. Any damage that occurs should be reported (as soon as reasonable) to the transportation director.

## Procedures for Conduction of the Interscholastic Activities Program

**Awards:** The criteria for athletic and activity awards are set up by the individual head coaches and sponsors. All head coaches and sponsors must submit a copy to the Activities Director before your season begins for approval.

**Booster Club:** Each coach or sponsor should be supportive of his/her respective club since Booster Clubs support activities. Every coach or sponsor is welcome at booster meetings and has the opportunity to be a member of the organization. All coaches shall make a request to the Activities Director for equipment or funds to be donated to their programs. In fairness to all programs, please do not meet with individual boosters for funds or equipment, without the AD approval.

**Budget Procedure:** Head coaches and sponsors recommend to the activities director all supplies and requests. Budget request sheets will be handed out at the end of each season for the following year and head coaches and sponsors will turn these in and meet with the activities director for any justification, questions or changes.

**Damaged or Broken School Property:** The coach or sponsor is responsible for reporting any broken or damaged school property as soon as possible to the activities director.

**Emergencies:** Administer appropriate first aid, notify the parents or guardians, and call the family doctor if needed. You can only act for a parent or guardian if unable to reach them. You should have parents' telephone numbers and family doctors' numbers available. If unable to reach a doctor, call the police and request an ambulance if necessary. Never leave a student alone; leave an assistant with them or have a parent or guardian there. More specific procedures will be communicated each year for specific activities.

**End of Season Report:** At the conclusion of each athletic season, all head coaches shall submit a summary report of the season, which includes the following information:

1. Letter winners – List them by class including managers.
2. Team records – Games won and lost with scores of all teams under your specific sport.
3. Team or individual statistics and records.
4. Any other awards received by any of your players.
5. Inventory lists of all your equipment and uniforms with the condition of the items stated. The list should include the company where the item was purchased and year purchased (if known).
6. Budget requests.
7. General Comments on Season – This report should be turned in and completed as soon as possible to the activities director. Maximum time is three (3) weeks from the final game or meet.
8. Assistant coaches evaluation form shall be filled out.

**Equipment Distribution and Return:** The coach is responsible for handing out and collecting all uniforms and equipment. If not returned, the coach is responsible for collecting the due amount. Record all equipment that you issue.

**Facilities Assigning Procedure:** The activities director, along with the head coaches and activity sponsors, will arrange the time and place for practices, meetings, concerts and performances of all teams, groups and organizations. Coaches and sponsors should be on time when starting and stopping (if another group is waiting).

**Loyalty:** Support your fellow staff!! If you question something, ask them. Success of our total program comes about only with everyone pulling for everyone else. If feasible, attend as many activity events as possible. Remember, our goal is the success of each and every student in the Fillmore Central system as well as each and every child in the community. Please refrain from making negative comments toward other programs

**Maintenance and Communications with Custodians:** All coaches and sponsors should assist in the pick up and general appearance of their areas. Arrangements should be made ahead of your events. Do not take for granted your events will be set up by the AD or Custodians. Any problems should be directed to the activities director.

**Negligence and Liabilities:** Every coach and sponsor should know the legal aspects involved with negligence and liabilities. A general rule is to act the way a prudent person would in all situations and make sure you or an assistant is always supervising all phases of your activity. Make all of your students aware of the dangers, or dangerous phases, of your sport or activity and make sure to use up-to-date training methods.

**Physical Examinations, Parental Approval & Athletic Guidelines:** All athletes are required to have a physical examination before starting practice. Community or area doctors give physicals yearly. Each athlete is responsible for paying for his/her own physical exam. No athlete will be allowed to begin practice until he/she has turned in the **Preparticipation Physical Evaluation Clearance Form**

**NSAA Student and Parent Consent Form Form:** No athlete will be allowed to begin practice until he/she has turned in the **NSAA Student and Parent Consent Form Form**. The student and a parent or guardian must sign it.

**Insurance Form:** Is part of the physical form and shall be completed by a parent or guardian prior to participation.

**Activity Handbook:** Parent and student signature page shall be signed and turned in prior to participation in the first contest.

**Medical Release Form:** Form is found in activities handbook and will provide emergency treatment. Form shall be completed prior to the first contest.

**Postponements or Cancellations:** The changing of schedules, postponements, or cancellation, is the sole responsibility of the activities director in cooperation with the secondary principal. Coaches and sponsors will be involved when this is done. If the activities director is not available, the head coach or sponsor will make the decision after consulting with the secondary principal.

**Scheduling of Games, Contests, Tournaments, Concerts, and Meetings:** Are scheduled via the activities director. No coach or sponsor has the authority to schedule any event without first getting the authorization from the activities director. Head coaches shall recommend schools they wish to place on their schedule to the activities director.

**Activity Conflicts:** There are times when scheduled activities may overlap each other. When these conflicts result, we will use the following criteria to solve the conflicts, as we do not want students to have to choose between events:

1. All NSAA District, State and Conference activities shall take first priority over other scheduled events.
2. In the months of August and September all Softball and Volleyball tournaments should be scheduled for weekends and have priority over other scheduled events.
3. In the month of October band marching contest and marching in parades should be scheduled and priority over non-district, non-state and non-conference scheduled activities.
4. Rescheduled events will not take priority over a regularly scheduled event, unless this event is a NSAA qualifying event, SNC event, or if the activity sponsors involved can mutually agree upon which students they need to participate in their respective activity.

**Suspensions:** Any coach or sponsor suspending a student should turn in a written report to the activities director explaining the circumstances for the suspension. Any area involving this should be a part of the coaches or sponsors rules explained to athletes prior to the beginning of their activity. The basic elements of due process should be utilized in suspending or dismissing a student. Students may accompany the team to events, if approved by the head coach/sponsor.

**Transportation and Bus Schedule:** Transportation requests are to be submitted to the building principal if students will be missing class time. If not they are to be submitted to the activities or assistant director for their approval. They will submit them to the transportation director. The forms are located in each building's principal's office. Forms should be turned in two weeks in advance whenever possible.

**Activity Purchase Orders:** Must be filled out with your organizational code on it 3-5 working days prior to your need of a check. The activities or assistant director prior to ordering shall sign all Activity purchase orders.

**Collection of Funds:** All funds collected for your activity shall be turned in to the AD office and deposited into your account. For all sports related activities, your funds will be deposited into the # 5 account and marked for your sport. Please note, for you to spend this funds, the Activities director shall have the final approval. School employees do not have the right to keep camp funds or other school connected funds for personal use. If you plan to pay yourself for your summer services, it must go through a school issued purchase order.

**Work Activities:** All coaches are expected to assist in work activities for all other sports when their teams are not involved in practice or competition. This is necessary for the program to operate effectively and is a small price to pay for the benefits provided through clinic and tournament or state meet attendance.

**Keys:** Keys should not be loaned to students. If a coach or sponsor feels a student needs his/her keys, he/she may wish to accompany the student rather than loan his/her keys. Use good judgment. Such action shall not remove the need to supervise students while engaged in athletic practice or activity functions.

**Family Nights:** No contests involving students will be scheduled after 6:00 p.m. on Wednesday so as to not conflict with a student's family activities. All practice's should end by 6:00 p.m. and all students should be out of the building by 6:30 p.m. The only exceptions will be in the case of state competition over which the school has no control. Sunday activities must have the approval of the Activities Director. All Sunday activities will be scheduled between 2:00 p.m. and 5:00 p.m. when necessary.

**State Tournaments or State Contest:** Each activity shall be granted two professional leave days to attend a state competition, provided that their team, group or individuals fail to qualify for the state competition. These days may be used by one coach/sponsor, or they may split between more than one coach/sponsor of that particular day.

**Contests on School Days:** When students are to be absent from school due to competition, or to attend state sponsored events, coaches or sponsors should turn in a list at least two days in advance so teachers can plan their classes accordingly.

**Game Day Preparation:** Each coach is expected to check with the activities director to be sure all final arrangements have been made for game day. Football and track coaches are expected to help in having the field

or track ready for game or meet day. Basketball and volleyball coaches are expected to help in getting the gym set up for each contest. Cross Country and golf coaches are expected to help set up for their contests according to their needs. The activities director's job is to assist you with the preparation. **Do not take anything for granted!!**

**Storage or Equipment:** All athletic equipment must be stored properly. The activities director must be made aware of the storage areas.

**Program and Eligibility Information:** Coaches and NSAA related sponsors are requested to have their program information and eligibility information to the activities director at least seven (7) days prior to the first contest. Each head coach and sponsor shall fill out student information via the internet for the NSAA website. You should request your NSAA code from the AD office.

**Hiring Officials:** All head coaches are requested to supply a list of officials for the next contest year no later than the fourth week for their sport each year. The activities director will then hire officials that are available.

**Scouting:** A mileage allowance will be paid for scouting only when a school vehicle is unavailable. Check with the activities director before reimbursement fees are turned in. When scouting, all coaches should make arrangements with the activities director and fill out a vehicle request form first.

**Mileage:** When a coach or sponsor is required to use his/her own car, mileage will be paid at a rate determined annually.

**School Attendance by Athletes:** Students who are absent from school because of illness will not be allowed to compete. Students must be in school within 15 minutes of the start time to be considered a full day to participate. The administration reserves the rights to make all decisions in extreme or unusual circumstances.

**Publicity:** It is the duty of each coach or sponsor to handle the publicity for his/her team, both pre-game and post-game. It is hoped that each coach or sponsor will forward to the local editor a write-up concerning his/her team or group prior to the first competition and also a write-up following all competition throughout the length of the activity.

**Students Handbook & Activities Handbook:** Make sure you read these handbooks and familiarize yourself with all materials in these handbooks. If you need clarification, see either the activities director or your principal.

**Down List:** Published weekly. Students may not be failing in three or more classes or they are ineligible for that specified week of competition. Once placed on the down list in three subject areas, the student is ineligible from Monday at 12:01 a.m. until the following Monday at 12:01 a.m. Students on the down list may ride to away contest with the team/group, as long as no school time is missed.

**Non-NSAA Activities:** All activity trips that are non-NSAA related should be scheduled for after school hours. For your organization to miss any school time, you must have Principal's approval. All school trips such as: band trips, choral trips and close-up trips should be scheduled for the summer months due to loss of school time.

**Coaches Clinics:** Fillmore Central Schools provides membership in the Nebraska Coaches Association and pays for Clinic registration fees for all coaches to attend the summer clinic. Since this clinic covers all sports, and is outside of school time it is the best opportunity to provide professional development without taking away from your duties and obligations to your teacher contract. During the school year, head coaches may be allowed one professional day to attend a clinic. Assistant coaches that wish to attend must use a personal day. School vehicle(s) can be used for the purposes provided for the previously mentioned clinic information. A coach that attends any clinics other than those specified above must pay their own registration and provide their own transportation. Fillmore Central will not provide for any summer coaches clinics or transportation other than the NCA Coaches Clinic.

**Summer Transportation Requests:** Fillmore Central will use the following protocols for using school owned vehicles for transportation to summer athletic activities.

1. The school will provide the use of a small vehicle (van or suburban) up to 8 one-day trips, pending availability. This can be for a team camp or for a summer league game.
2. If you would like to use a small vehicle for additional days above the 8 allotted, this may be permissible, but the coach/sponsor will need to rent the vehicle for \$35 per day. School funds may not be used to cover the cost of additional transportation.
3. Travel is limited to a distance of 150 miles for team camps. Distances further than that will require administrative approval from the.
4. Travel is limited to a distance of 75 miles for a summer league. Distances further than that will require administrative approval.
5. We will not be using any busses for summer athletic events.

### **Evaluation Procedure**

The basic objective of this procedure is the development of outstanding coaches. Sponsors will be evaluated via the evaluation process for teachers. Your honest assessment is important so that all areas can be covered and the Fillmore Central Public Schools students will receive the best coaching possible. All head coaches evaluation sheets will be filled out by the activities director. It is his/her job to evaluate each coach within the school system. The activities director and the head coach shall sign the final evaluation sheet. The head coach will evaluate assistant coaches.

The following information shall be completed by each head coach and turned into the activity director's office within fourteen (14) days of completion of your season.

1. Schedule of games played, the score, etc..
2. List of participants, letter winners, managers and coaches.
3. List of records that were broken during the season.
4. List of post-season honors for individual players.
5. Summary of the season.
6. Accurate equipment inventory.
7. Lettering criteria.

Fillmore Central Public Schools  
Head Coach's Evaluation

COACH EVALUATED \_\_\_\_\_ DATE \_\_\_\_\_

COACHING ASSIGNMENT \_\_\_\_\_

PERSONAL CHARACTERISTICS	BELOW EXPECTATIONS	MEET EXPECTATIONS	EXCEEDS EXPECTATIONS
1. Grooming and Dress (School, practices and games. )			
2. Emotional Control & Poise			
3. Enthusiasm			
4. Language			
ADMINISTRATION			
1. Organization (Team preparation, practices & games.)			
2. Care of Equipment (Issuance & storage)			
3. Organization of Staff			
4. Communication with Coaches			
5. Communication with Activities Director			
6. Adherence to District & School Philosophy & Policies			
7. Public Relations			
8. Supervision			
9. Knowledge of Rules			

SKILLS	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
1. Knowledge of Sport			
2. Presentation of Fundamentals			
3. Conditioning			
4. Game Preparation			
5. Prevention and Care of Injuries			
PROFESSIONAL QUALITIES	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
1. Cooperation with Administrator			
2. Cooperation with Activities Director			
3. Rapport with Coaching Staff			
4. Respect for, and support of, Other School Programs			
5. Discipline			
6. Communication with Players			
PERFORMANCE	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
1. Appearance of Team on the Field, Court, Course or Track			
2. Execution of the Sport by the Team or Individual(s) on the Field, Court or Track			
3. Attitude of the Team			

4. Conduct of the Coach during Game or Meet			
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SELF-IMPROVEMENT	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
1. Professional Growth by Attending Clinics			
2. Keeps Updated by Reading Current Literature or Articles in Their Sport			

COMMENTS:

STRENGTHS AND/OR WEAKNESSES:

\_\_\_\_\_  
Signature of Coach

\_\_\_\_\_  
Date

Your signature does not mean you agree with the above account or expectations. It only signifies that you were presented with this form as completed. If you disagree with any portion of this form, you may submit your own written account to be attached and filed with this document. Your written account must be submitted within seven ( 7 ) days of receiving this form.

\_\_\_\_\_  
Signature of Activities Director

\_\_\_\_\_  
Date

FILLMORE CENTRAL PUBLIC SCHOOLS

ASSISTANT COACH'S EVALUATION FORM

COACH EVALUATED \_\_\_\_\_ DATE \_\_\_\_\_

COACHING ASSIGNMENT: \_\_\_\_\_

EVALUATION BY: \_\_\_\_\_

**NOTE: HEAD COACH EVALUATES THE FOLLOWING ITEMS:**

PERSONAL CHARACTERISTICS	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
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1. Grooming and Dress

---

2. Emotional Control and Poise

---

3. Enthusiasm

---

4. Language

---

INSTRUCTION

---

1. Organization in practice and Games

---

2. Communication with Coaches

---

3. Public Relations

---

4. Supervision

---

5. Knowledge of Rules  
(Sport, NSAA, and eligibility)

---

-

**SKILLS**

---

1. Presentation of Fundamentals

---

2. Game Preparation

---

3. Care of injuries

---

PROFESSIONAL QUALITIES

BELOW  
EXPECTATIONS

MEETS  
EXPECTATIONS

EXCEEDS  
EXPECTATIONS

1. Discipline

2. Respect for, and Support of, Other  
School programs

3. Communication with Players

4. Cooperation with Head Coach

5. Conduct of Coach (practice and games)\_

COMMENTS:

**NOTE: ACTIVITIES DIRECTOR EVALUATES THE FOLLOWING CRITERIA**

PERFORMANCE OF DUTIES

BELOW  
EXPECTATIONS

MEETS  
EXPECTATIONS

EXCEEDS  
EXPECTATIONS

1. Professional Growth

2. Rapport with Coaching Staff

3. Cooperation with AD

4. Respect for, and Support of Administration and programs

5. Appearance of Team on the Field, Court, Course, or Track

6. Conduct of the Coach During the game or Meet

STRENGTHS AND/OR WEAKNESSES:

Signature of Coach

Date

YOUR SIGNATURE DOES NOT MEAN YOU AGREE WITH THE ABOVE ACCOUNT OR EXPECTATIONS. IT ONLY SIGNIFIES THAT YOU WERE PRESENTED WITH THIS FORM AS COMPLETED.

Signature of Activities Director

Date

## PERSONNEL

#4000

### Title IX Policy

#4000.A2

It is the policy of the school district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the school district's programs or activities. The district is required by Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106 to not discriminate in such a manner.

#### 1. Title IX Coordinator

1.1. **Designation.** The district will designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this policy, who will be referred to as the “**Title IX Coordinator.**” The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment). This report may be made by any means, including but not limited to, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).

#### 2. Definitions. As used in this policy, the following terms are defined as follows:

2.1. **Actual knowledge** means notice of sexual harassment or allegations of sexual harassment to any district employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only district employee with actual knowledge is the respondent (as that term is defined below). “Notice” as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in subsection 1.1 above.

2.2. **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

2.3. **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. The only district official who is authorized to initiate the Grievance Process for Formal Complaints of Sexual Harassment against a respondent is the Title IX Coordinator (by signing a formal complaint). At the time of filing a formal complaint with the district, a complainant must be participating in or attempting to participate in the district's education program or activity. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator under subsection 1.1

above, and by any additional method designated by the district. As used in this paragraph, the phrase “document filed by a complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this policy or under 34 C.F.R. part 106, and will comply with the requirements of this policy and 34 C.F.R. part 106, including subsections 5.1.3–5.1.4 and 34 C.F.R. § 106.45(b)(1)(iii).

2.4. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

2.5. **Consent** for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. District officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

2.6. **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

2.6.1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual’s participation in unwelcome sexual conduct;

2.6.2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district’s education program or activity;

2.6.3. **Sexual assault**, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), which means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation:

*\*A complete list is available in the Board Policy Book Definition.*

2.6.4. **Dating violence**, as defined in 34 U.S.C. § 12291(a)(10), which means violence committed by a person—

2.6.4.1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and

2.6.4.2. where the existence of such a relationship shall be determined based on a consideration of the following factors:

2.6.4.2.1. The length of the relationship.

2.6.4.2.2. The type of relationship.

2.6.4.2.3. The frequency of interaction between the persons involved in the relationship.

2.6.5. **Domestic violence**, as defined in 34 U.S.C. § 12291(a)(8), which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

2.6.6. **Stalking**, as defined in 34 U.S.C. § 12291(a)(30), which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

2.6.6.1. fear for his or her safety or the safety of others; or

2.6.6.2. suffer substantial emotional distress.

2.7. **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

### 3. **Discrimination Not Involving Sexual Harassment.**

3.1. **General Prohibition.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district.

3.2. **Specific Prohibitions.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, in providing any aid, benefit, or service to a student, the district will not on the basis of sex:

3.2.1. Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;

- 3.2.2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
- 3.2.3. Deny any person any such aid, benefit, or service;
- 3.2.4. Subject any person to separate or different rules of behavior, sanctions, or other treatment;
- 3.2.5. Apply any rule concerning the domicile or residence of a student or applicant;
- 3.2.6. Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;
- 3.2.7. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

3.3. **Complaint Procedure.** All complaints regarding any alleged discrimination on the basis of sex, including without limitation violations of this policy, 34 C.F.R. part 106, Title IX, Title VII, or other state or federal law—when the alleged discrimination does not arise from or relate to an allegation of sexual harassment as defined in subsection 2.6 above—shall be addressed pursuant to the district’s general complaint procedure, Board Policy 7312.

#### 4. **Response to Sexual Harassment**

4.1. **Reporting Sexual Harassment.** Any person who witnesses an act of unlawful sexual harassment is encouraged to report it to the District’s Title IX Coordinator. No person will be retaliated against based on any report of suspected sexual harassment or retaliation. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator as soon as reasonably practicable, but in no case later than the end of the following school day.

4.2. **General Response to Sexual Harassment.** When the district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, the district will respond promptly in a manner that is not deliberately indifferent. The district will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this policy “education program or activity” includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs. The district’s response will treat complainants and respondents equitably by offering supportive measures as defined in subsection 2.7 above to a complainant, and by following the grievance process described in section 5 below before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

4.3. **Emergency Removal.** Nothing in this policy precludes the district from removing a respondent from the district’s education program or activity on an emergency basis, provided that the district undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In the event that the district so removes a respondent on an emergency basis, then the district will provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

4.4. **Administrative Leave.** Nothing in this policy precludes the district from placing a non-student employee respondent on administrative leave during the pendency of a grievance process that complies with section 5 below. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

4.5. **General Response Not Conditioned on Formal Complaint.** With or without a formal complaint, the district will comply with the obligations and procedures described in this section 4.

## 5. **Grievance Process for Formal Complaints of Sexual Harassment.**

### 5.1. **General Requirements.**

5.1.1. **Equitable Treatment.** The district will treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following the grievance process described in this section 5 before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies will be designed to restore or preserve equal access to the district’s education program or activity. Remedies may include the same individualized services described in subsection 2.7 as “supportive measures”; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

5.1.2. **Objective Evaluation.** This grievance process requires an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person’s status as a complainant, respondent, or witness.

5.1.3. **Absence of Conflicts of Interest or Bias.** The district will require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by a recipient to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

5.1.4. **Training.** The district will ensure that all individuals or entities described in this Training section 5.1.4 receive training as provided below. Any materials used to train these individuals will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.

- 5.1.4.1. **All District Employees and Board Members.** All district employees and board members will be trained on how to identify and report sexual harassment.
- 5.1.4.2. **Title IX Coordinators, Investigators, Decision-Makers, or Informal Resolution Facilitators.** The district will ensure that Title IX Coordinators, investigators, decision-makers, or any person designated by the district to facilitate an informal resolution process receive training on:
  - 5.1.4.2.1. The definition of sexual harassment in subsection 2.6;
  - 5.1.4.2.2. The scope of the district's education program or activity;
  - 5.1.4.2.3. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and
  - 5.1.4.2.4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.
- 5.1.4.3. **Decision-Makers.** The district will ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in subsection 5.6.
- 5.1.4.4. **Investigators.** The district will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in subsection 5.5.8.
- 5.1.5. **Presumption.** It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- 5.1.6. **Reasonably Prompt Time Frames.** This grievance process shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes. The process shall also allow for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
- 5.1.7. **Range of Possible Sanctions and Remedies.** Following a determination of responsibility, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion.

5.1.8. **Range of Supportive Measures.** The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.

5.1.9. **Respect for Privileged Information.** The district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

## 5.2. **Notice of Allegations.**

5.2.1. **Initial Notice.** Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:

5.2.1.1. A copy of this policy.

5.2.1.2. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in subsection 2.6, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under subsection 5.5.5, and may inspect and review evidence under subsection 5.5.5. The written notice will inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

5.2.2. **Supplemental Notice.** If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Initial Notice described above, the district will provide notice of the additional allegations to the parties whose identities are known.

## 5.3. **Dismissal of Formal Complaint.**

5.3.1. The district will investigate the allegations in a formal complaint.

5.3.2. **Mandatory Dismissals.** The district **must** dismiss a formal complaint if the conduct alleged in the formal complaint:

5.3.2.1. Would not constitute sexual harassment as defined in subsection 2.6 even if proved;

5.3.2.2. Did not occur in the district's education program or activity; or

- 5.3.2.3. Did not occur against a person in the United States.
- 5.3.3. **Discretionary Dismissals.** The district **may** dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing:
  - 5.3.3.1. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
  - 5.3.3.2. The respondent is no longer enrolled in or employed by the district; or
  - 5.3.3.3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
- 5.3.4. Upon a dismissal required or permitted pursuant to subsections 5.3.2 or 5.3.3 above, the district will promptly send written notice of the dismissal and an explanation of that action simultaneously to the parties.
- 5.3.5. Dismissal of a formal complaint under this policy does not preclude the district from taking action under another provision of the district's code of conduct or pursuant to another district policy.

5.4. **Consolidation of Formal Complaints.** The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.

5.5. **Investigation of Formal Complaint.** When investigating a formal complaint and throughout the grievance process, the district will:

- 5.5.1. Designate and authorize one or more persons (which need not be district employees) as investigator(s) to conduct the district's investigation of a formal complaint;
- 5.5.2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the district will obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);

- 5.5.3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- 5.5.4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- 5.5.5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
- 5.5.6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- 5.5.7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report; and
- 5.5.8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

5.6. **Exchange of Written Questions.** After the district has sent the investigative report to the parties pursuant to subsection 5.5.8, but before reaching a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.

#### 5.7. **Determination Regarding Responsibility**

- 5.7.1. **Decision-Maker(s).** The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).
  - 5.7.2. **Written Determination.** The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) will apply the preponderance of the evidence standard. The written determination will include:
    - 5.7.2.1. Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;
    - 5.7.2.2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
    - 5.7.2.3. Findings of fact supporting the determination;
    - 5.7.2.4. Conclusions regarding the application of the district's code of conduct to the facts;
    - 5.7.2.5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and
    - 5.7.2.6. The district's procedures and permissible bases for the complainant and respondent to appeal.
  - 5.7.3. The district will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.
  - 5.7.4. The Title IX Coordinator is responsible for effective implementation of any remedies.
- 5.8. **Appeals.** The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the grounds identified below.
- 5.8.1. **Time for Appeal.** Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within ten (10) calendar days of the date of the respective written determination of responsibility or dismissal from which the appeal is taken. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.8.2 below) upon

which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy, 34 C.F.R. part, 106, and Title IX.

5.8.2. **Grounds for Appeal.** Appeals from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, are limited to the following grounds:

5.8.2.1. Procedural irregularity that affected the outcome of the matter;

5.8.2.2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

5.8.2.3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

5.8.3. As to all appeals, the district will:

5.8.3.1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;

5.8.3.2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

5.8.3.3. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in subsections 5.1.3–5.1.4.

5.8.3.4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;

5.8.3.5. Issue a written decision describing the result of the appeal and the rationale for the result; and

5.8.3.6. Provide the written decision simultaneously to both parties.

5.9. **Informal Resolution.** The district will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section. Similarly, the district will not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

- 5.9.1. Provides to the parties a written notice disclosing:
  - 5.9.1.1. The allegations;
  - 5.9.1.2. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;
  - 5.9.1.3. That at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
  - 5.9.1.4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- 5.9.2. Obtains the parties' voluntary, written consent to the informal resolution process; and
- 5.9.3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

#### 5.10. **Recordkeeping.**

- 5.10.1. The district will maintain for a period of seven years records of:
  - 5.10.1.1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;
  - 5.10.1.2. Any appeal and the result therefrom;
  - 5.10.1.3. Any informal resolution and the result therefrom; and
  - 5.10.1.4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The district will make these training materials publicly available on its website, or if the district does not maintain a website then the district will make these materials available upon request for inspection by members of the public.
- 5.10.2. For each response required under section 4, the district will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a complainant with supportive measures, then the district will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The

documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

6. **Superintendent Authorized to Contract.** The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.

7. **Access to Classes and Schools.**

7.1. **General Standard.** Except as provided in this section or otherwise in 34 C.F.R. part 106, the district will not provide or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on the basis of sex.

7.1.1. **Contact sports in physical education classes.** This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.

7.1.2. **Ability grouping in physical education classes.** This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

7.1.3. **Human sexuality classes.** Classes or portions of classes that deal primarily with human sexuality may be conducted in separate sessions for boys and girls.

7.1.4. **Choruses.** The district may make requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex.

7.2. **Classes and Extracurricular Activities.** The district may provide nonvocational single-sex classes or extracurricular activities as permitted by 34 C.F.R. part 106.

8. **Athletics.** It is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club, or intramural athletics offered by the district, and that the district will not provide any such athletics separately on such basis.

8.1. **Separate Teams.** Notwithstanding the foregoing paragraph, the district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport.

8.2. **Equal opportunity.** The district will provide equal athletic opportunity for members of both sexes. Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance with this section.

9. **Certain Different Treatment on the Basis of Sex Permitted.** Nothing herein shall be construed to prohibit the district from treating persons differently on the basis of sex as permitted by Title IX or 34 C.F.R. part 106. For example, and without limiting the foregoing, the district may provide separate toilet, locker room,

and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.

10. **Retaliation Prohibited.** Neither the district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, 34 C.F.R. part 106, or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. The district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. § 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to shall be addressed pursuant to Board Policy 2006 (Complaint Procedure).

10.1. **Specific Circumstances.**

10.1.1. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this section.

10.1.2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under this section, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

11. **Notification of Policy.** The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the existence of this policy. The requirement to not discriminate, as stated in Title IX and 34 C.F.R. part 106, in the district's education program(s) or activities extends to admission and employment, and inquiries about the application of Title IX and 34 C.F.R. part 106 to the district may be referred to the district's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

12. **Publication of Policy.** The district will prominently display on its website, if any, and in each handbook that it makes available to applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).

13. **Application Outside the United States.** The requirements of this policy apply only to sex discrimination occurring against a person in the United States.

14. **Scope of Policy.** Nothing herein shall be construed to be more demanding or more constraining upon the district than the requirements of Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106. To the extent that the

district is in compliance with Title IX and 34 C.F.R. part 106, then all of the district's obligations under this policy shall be deemed to be fulfilled and discharged.

**Policy Adopted: 9-14-20**

**(Fillmore Co. School District #30-0025)**

***Fillmore Central Public School***

## STUDENT PERSONNEL

### Attendance

#5100

### **Exempt School Policy**

#5122

#### 1. Part-time Enrollment

- a. Students enrolled in Exempt Schools (also known as home schools) or other non-accredited public, private, denominational or parochial schools may be provided part-time (less than full-time) enrollment and/or activity services from the district under certain conditions and with the approval of the superintendent. Special education services shall be provided in compliance with requirements of the State and Federal rules and regulations to eligible resident children.

#### 2. General Provisions

- a. Students and/or parents of students attending on a part-time basis shall be required to furnish the same information required of students attending full-time. (i.e. birth certificate, immunization record, physical exams, student fees, etc.)
- b. Appropriate student and parent handbooks shall be provided to the students and parents.
- c. Only residents of the Fillmore Central School District shall be allowed to enroll on a part-time basis.
- d. Students shall be admitted to part-time enrollment only at the beginning of each semester.
- e. A student who enrolls for classes on a part-time basis and subsequently withdraws from those selected classes, shall not be allowed to re-enroll for those classes during the same school year unless they enroll as a full-time student.
- f. The school district shall not be responsible for transportation to or from school for students enrolled under the provisions of this policy. Arrangements can be made with the Superintendent to ride our regular route buses when the opportunity exists. No special routes or accommodations will be made for these students.

#### 3. Grade Placement

- a. **Grade placement and transfer credits of students entering on a part-time basis will be determined through a placement study conducted by the building principal and counselor. Placement may be determined by, but is not limited to the following: Age, previous public school experience, diagnostic test data, achievement test data, and criterion referenced test data.**

**Exempt School Policy (Continued)**

**#5122**

4. Provisions Related to Building Placement:

- a. Grades (K-6)
  - 1. Students in grades K-6 will only be allowed to enroll in Music, Art, Physical Education, and Industrial Tech Classes on a part-time basis.
- b. Grades (7-8)
  - 1. Students in grades 7-8 may enroll in core courses such as math and science or non-core courses such as art and music.
  - 2. Students can participate in our 7-8 grade athletic program as long as they meet all the applicable eligibility rules as published in the student handbook.
  - 3. Participation in the extra-curricular music programs shall be allowed if students are enrolled in the music course during the day.
- c. Grades (9-12)
  - 1. Students in grades 9-12 may enroll in one or more classes.
  - 2. Students will not be awarded a diploma from the Fillmore Central Schools unless all graduation requirements are met, including enrolling for 52 credit hours during their Senior year.
  - 3. Students attending on a part-time basis will not be included in calculating class rank or be eligible for awards or scholarships.
  - 4. In order to be eligible for participation in an athletic/activity program at any level, a student must meet the eligibility requirements established by the Nebraska Schools Activities Association and Fillmore Central Public Schools. The student must be enrolled in 10 credit hours per semester.

**Policy Adopted: 6-12-06**  
**Policy Reviewed: 8-20-12**

**(Fillmore Co. School District #30-0025)**  
***Fillmore Central Public School***

# MULTICULTURAL REPORT

Elementary School  
2021-2022

Department: Kindergarten  
Instructor: Kris Nun and Melissa Myers  
Date Revised: April 27, 2022

## MyView ELA:

- Read various multicultural stories
- Discuss and write about different cultures

## Thanksgiving Unit:

- Read numerous historical picture books about Pilgrims & Native Americans.
- Create Native American & Pilgrim costumes & village
- Participate in dramatic play of Native Americans & Pilgrims
- Study life-style & foods
- Write stories about the first Thanksgiving

## Martin Luther King, Jr. Day:

- Read historical picture books
- Discuss slavery, segregation, fairness, unfairness
- Participate in mock segregation activity at center time based on color of clothing or eye color

## Spanish:

- Learn songs/words in Spanish such as (days of the week, months, colors, shapes)
- Count in Spanish

## Sign Language

- Learn sign language for various words and songs.

Read books and watch videos about many different ethnic groups throughout the year.

# MULTICULTURAL REPORT

Elementary School  
2021-2022

Department: First Grade  
Instructor: Brooke Betka, Deb Rohr  
Date Revised: 4-20-22

Multicultural activities are incorporated across the curriculum in first grade. Some of the cultures we studied this year were Native Americans, African Americans, and Hispanic.

## NATIVE AMERICANS

Around the Thanksgiving holiday we studied Native Americans

## AFRICAN AMERICANS

Martin Luther King, Jr. was discussed. We read books about him, did an activity where some kids could not do what others were doing because of their hair/eye color, and we wrote about him. We also discussed other famous black Americans through books such as Rosa Parks.

We read a story about Jackie Robinson in our Reading books. We discussed the African American aspect and the importance of him being the first African American Professional baseball player.

## OTHER ACTIVITIES

In Social Studies and Reading we have many discussions about different ethnic groups. When we are coloring ourselves, we have used the multi-cultural crayons.

Current events are another way of discussing different cultures.

One of the first grade objectives is to study holidays. We discuss many people and events in history. This brings up discussions about various ethnic groups and people beliefs and customs at those holidays.

# MULTICULTURAL REPORT

Elementary School  
2021-2022

Department: Second Grade  
Instructor: Doreen Schelkopf, Sadie Jones, Tiffany Scheele  
Date Revised: 4-28-22

Study of Christopher Columbus and other European explorers.

## Hispanic

L.A. story – Building on Nature- The Life of Antoni Gaudi

## Native American

Study of Southeastern, Northwestern Northeastern, and Southwestern Native Americans

Sacajawea

L.A. Story- The legend of the Lady Slipper- Ojibwe Tribe  
The Abenaki

## African American

Martin Luther King, Jr.  
Tall Tales – John Henry

## Asian

Use of Tangrams in Math  
Polka Dot Artist Yayoi Kusama

## Other

Literature books from all four areas used throughout the year  
L.A Story- My Food, Your Food

# MULTICULTURAL REPORT

Elementary School  
2021-2022

Department: Third Grade  
Instructor: Elizabeth Zoucha and Michael Reinsch  
Date Revised: April 29th, 2022

## myView Literacy

- A. *Grandma and the Great Gourd*-Bengali
- B. *Why The Sky Is Far Away*-Nigerian Folktale
- C. *Cocoliso*-Cuba
- D. *Living In DESERTS*-American, Africa, Australia
- E. *The Golden Flower*-Puerto Rico
- F. *Patterns in Nature*-American
- G. *Weird Friends*- Africa
- H. *Wolf Island*-Canada
- I. *Welcome Back, Wolves*- North America
- J. *Nature's Patchwork Quilt*-North America, New Zealand, South America, Southern Asia
- K. *Below Deck A Titanic Story*-North America, European
- L. *Granddaddy's Turn*- North America
- M. *Little House on the Prairie*- North America
- N. *By the Shores of Silver Lake*-North America
- O. *Mama Miti*-Kenya, East Africa
- P. *Firefighter Face*-North America
- Q. *Miss Stone*-North America
- R. *The Race*-North America
- S. *In daddy's arms*-North America
- T. *The Wright Brothers*- North America
- U. *The House That Jane Built*-North America, Europe
- V. *Frederick Douglas*-North America
- W. *Milton Hershey*- North America
- X. *Green City*- North America
- Y. *Grace and Grandma*-North America, China
- Z. *Deep Down and Other Extreme Places to Live*-North America, Africa, Arctic
- AA. *Earthquakes, Eruptions, and Other Events that Change Earth*-North and South America
- BB. *Nora's Ark*-North America
- CC. *Aesop's Fox*-North America

\*\*Our Leveled Readers feature many different types of cultures.

\*\* Math series features many names and information pertaining to other cultures

# MULTICULTURAL REPORT

Elementary School  
2021-2022

Department: Fourth Grade  
Instructor: Jenny Eichelberger and Stacy Filipi  
Date Revised: Apr 21, 2022

- I. Math series features many names and information pertaining to other cultures
- II. myView Literacy
  - A. Rare Treasure: Mary Anning and Her Remarkable Discoveries-European
  - B. Life at the Top-Kenya Africa
  - C. Barbed Wire Baseball-Japanese American
  - D. from Minn of the Mississippi-Southern US
  - E. Out of My Mind-cerebral palsy
  - F. from Mama's Window-Southern US, African American
  - G. Trombone Shorty-Southern US, African American, Jazz
  - H. Weslandia-California fields, Hispanic
  - I. Can You Guess My Name?-folktales from other countries
    - Titeliture*-Sweden
    - Oniroku*-Japan
  - J. Thunder Rose: Southern US, African American
  - K. La Culebra: Spanish vocabulary
  - L. The Secret of the Winter Count: Native American (Cree), French Canadian
  - M. Pandora from The Beautiful Stories of Life: Greek Myth
  - N. Race to the Top: New Zealand
  - O. The Himalayas: India
  - P. Trashing Paradise: Bali
  - Q. Bye Bye Plastic Bags on Bali
- III. Novels
  - A. Holes – African American, Hispanic (Read Aloud)
  - B. Sign of the Beaver-Native American
- IV. Native American Unit on Plains Indians of Nebraska
  - A. Historical Activities
  - B. Present-day Native American Activities
  - C. Materials – books, magazines, periodicals, maps, audio-visuals, internet – online information
  - D. Crazy Horse's Vision - Sioux
- V. Immigrants of different Cultures to America
  - A. South and Central America

# MULTICULTURAL REPORT

Elementary School  
2021-2022

- B. Africans
- C. Asians
- D. Middle East
- E. Eastern Europe, etc.

## VI. Famous Nebraskans in the 20<sup>th</sup> Century from Other cultures

- A. Preston Love, African American musician
- B. John Beasley, African American actor
- C. “Tuskegee Airmen”, African American who fought during WWII
- D. “Sioux Code Talkers”, Native Americans serving during WWII
- E. Edward Gomez, Hispanic soldier during Korean War
- F. Ben Kuroki, Japanese American airman during WWII

## VII . Underground Railroad

- A. Henry’s Freedom Box
- B. Under the Quilt of the Night
- C. Sweet Clara and the Freedom Quilt

VIII. Science – inventors and scientists of different ethnic backgrounds are discussed – contributions to society.

# MULTICULTURAL REPORT

Elementary School  
2021-2022

Department: Art  
Instructor: Jill Shipley  
Date Revised: 5-2-22

## 1st grade

We discuss different artists from different countries. We created a Russian nesting doll.

## 2<sup>nd</sup> Grade

We discuss artists from other cultures and their style of art, and create projects similar. We also make dream catchers to go with their Native American Studies.

## 3<sup>rd</sup> Grade

We discuss artists from other cultures and their style of art and we create Native American Shields and discuss their culture.

## 4th Grade

We discuss artists from other cultures and their style of art.

We discuss Navajo pottery and the designs and colors and then created a pinch pot in the style of the Navajo.

We discuss Egypt and hieroglyphics and create a pyramid.

We discuss Aboriginal people from Australia and create a gecko with paint in a typical Aboriginal dot design.

# MULTICULTURAL REPORT

Elementary School  
2021-2022

Department: Vocal Music  
Instructor: Jeff Schwarz  
Date Revised: 4-25-22

Students in grades K-4 learn a variety of songs from a variety of different cultural backgrounds. Students sing or play songs from other cultures and parts of the world including but not limited to Mexico, African Nations as well as historical songs.

K-4 students also all learn a variety of folk dances from different countries around the world.

Students listen to a varied repertoire of music from different historical and cultural backgrounds. Through movement and discussion of those songs we explore different cultures from around the world.

# MULTICULTURAL REPORT

Elementary School  
2021-2022

Department: Physical Education  
Instructor: Gabe Eberhardt  
Date Revised: 4/29/22

In physical education classes we do not have a unit for multicultural events. We do however play games that are played all around the world. We try to explain the activity and where the activity originates from when we are playing a game from a different part of the world. This year we did a number of different activities from around the world including “hoop tag” and a game called “collector”. The winter and summer olympics are examples of activities that I would take time to focus on. It is important for students to understand and learn about games from other cultures.

In class, students are taught the importance of respecting all individuals. Respecting others and working together with others is something that is a major focus of the Fillmore Central Elementary Physical Education Department.

In class, we identify different sports and recreational activities of various countries. We also identify worldwide athletes and contributors to sports and recreation activities from around the world.

# MULTICULTURAL REPORT

Elementary School  
2021-2022

Department: Guidance  
Instructor: Becky Adkisson  
Date Revised: April 20, 2022

Throughout Guidance lessons students are exposed to diversity through the following:

Multicultural names are given in examples of case studies or examples.

Students from different cultures are present in all materials used and books read.

Various cultures are represented in discussions of appropriate behavior in social situations.

Diversity in various cultures are discussed as well as within individual families.

The Second Step curriculum emphasizes inclusion, respect for differences and showing empathy to others of all backgrounds.

# MULTICULTURAL REPORT

Middle School  
2022-2023

Department: **Guidance**  
Instructor: Becky Adkisson and Denise Betts  
Date Revised: 5/12/22

Throughout Guidance lessons students are exposed to diversity through the following:

Multicultural names are given in examples of case studies or examples.

Students from different cultures are present in all videos used and books read.

Various cultures are represented in discussions of appropriate manners and behavior in social situations.

Diversity in various cultures are discussed as well as within individual families.

The Second Step curriculum emphasizes inclusion, respect for differences and showing empathy to others.

# MULTICULTURAL REPORT

Middle School  
2022-2023

Department: **5th Grade**  
Instructor: Carissa Eberhardt, Hailey Steider  
Date Revised: 4/21/2022

- I. Language Arts
  - a. Poetry is studied with different ethnic authors.
  
- II. Social Studies
  - a. A unit of study on Native American tribes in the Eastern woodland region of the Northeast United States.
  - b. Immigrants from all over the world are studied.
  - c. Historical overview of African Americans in the southern U.S.
  
- III. Current Events (Done during Science)
  - a. Tied into current social studies topics
  
- IV. Science
  - a. Research on Scientists of different cultures.
  - b. CNN10
  
- V. Math
  - a. Story problems depicting a variety of cultures are solved.
  
- VI. Reading
  - a. Basal stories are read with African American, Asian, Hispanic, and American Indian characters and settings.

# MULTICULTURAL REPORT

Middle School  
2022-2023

Department: **6th Grade**  
Instructor: Sally Bailey, Cathy Kimbrough  
Date Revised: 4/21/2022

- I. Social Studies
  - a. Throughout the year, different cultures of the world were studied. Students learned about Africa, Canada, Mexico, Central America, and South America.
  
- II. ELA
  - a. Students read "A Long Walk to Water" to learn about Sudanese culture and history.
  - b. StudySync stories that represented different ethnic groups.
  
- III. Math
  - a. Story problems depicting a variety of cultures are solved.
  
- IV. Science
  - a. Research on Scientists of different cultures.

# MULTICULTURAL REPORT

Middle School  
2022-2023

Department: **7-8 Math**  
Instructor: Rhonda Schiermeyer  
Date Revised: 4/21/2022

## **Math:**

Students participated in activities and solved math problems developed from other cultures that included: Hispanic, Native American, Asian American, and African American.

A variety of story problems containing other culture's numerical systems and monetary systems were prevalent throughout the Saxon and McGraw Hill textbooks.

# MULTICULTURAL REPORT

Middle School  
2022-2023

Department: **7-8 Language Arts**  
Instructor: Jenni Stengel  
Date Revised: April 25, 2022

In my language arts classroom, students are exposed to multiculturalism in the following ways:

- In Tom Sawyer, the relationship between Jim, the African-American servant boy, and Tom, the white nephew of Jim's employer, is discussed. Additionally, we study the way Mark Twain views social class and racism within his writing.
- The Outsiders discusses the differences between social classes in America.
- Where the Red Fern Grows reflects on America's "reimbursement" of Oklahoma land to Native American citizens as "payment" for the U.S.'s transgressions towards this population.
- Johnny Tremain involves the important role of slaves in dispersing knowledge to those fighting for the Revolutionary cause.
- Langston Hughes's "Thank You, M'am", talks about growing up as an African-American in a city setting.
- Judith Ortiz Cofer's "Abuela Invents the Zero" talks about an American girl's embarrassment with her grandmother's Spanish customs.
- "Shame", by Dick Gregory, reflects on a young black boy's life of poverty and living in a single-parent household.
- "Long Walk to Freedom" by Nelson Mandela is a reflection by the author on his experiences with racism.
- "Harriet Tubman" Conductor on the Underground Railroad" – focuses on how Ms. Tubman helped slaves reach freedom and the risks she personally took to ensure this.
- Many examples of multicultural poetry – during the 7<sup>th</sup> grade poetry unit (i.e. "On the Subway" and "looking Out")

\*\*\* And various other selections

# MULTICULTURAL REPORT

Middle School  
2022-2023

Department: **7-8 Science**  
Instructor: Alex Moses  
Date Revised: April 25, 2022

## **7<sup>th</sup> Grade Course 2**

In Course 2 the students learn about the human body and how every member of every species has a similar body structure and organ systems. This includes genetics, evolution, cells, and anatomy. Students learn about a variety of scientists from different cultures and ethnicities that made impactful discoveries relevant to science. With the study of living things students are made aware that many different kinds of people are made the exact same way and are no different than them.

## **8<sup>th</sup> Grade Course 3**

In Course 3 the students are exposed to a variety of multicultural lessons. Natural events such as earthquakes, volcanoes, and weather all deal with how the world has been shaped. Events such as these help students identify that there is a history that has gotten the world to this point. In these events, students learn about how those events affect people of different countries that have lifestyles that are different than what theirs is. By studying the effects on people of different cultures and economic standings, students are able to understand how situations can impact members of society differently than what they are accustomed to. Students are also exposed to many discoveries that help address differences in cultures around the world.

# MULTICULTURAL REPORT

Middle School  
2022-2023

Department: **7-8 American History/World History**  
Instructor: Aaron Lauby  
Date Revised: 4/4/22

## **American History**

Throughout the school year we have studied and learned about slavery, first Americans, immigration and emigration into and within the United States. Some examples would be writing about a slave's point of view during the peak of the African slave trade. Also, looking at primary sources of the many examples of slavery in America. Why religion led many of the first immigrants to seek refuge in America. Also, the changes Native Americans have undertaken since the beginning of European exploration to present day. The mixture of cultures and races during the country's expansion westward led to cases of racism and prejudice against many different races and ethnic groups (Native Americans, Mormons, Chinese-Americans etc...)

## **World History**

In World History classes we learn about the world's history from its beginnings of human civilization to Discovery of America. Ancient cultures that are learned about include but are not exclusive to: Chinese, Persian, Greek, Egyptian, etc... Comparing and contrasting the people, cultures, governments, and lifestyles is a focus. We also learn about the major world religions and compare the major tenets of each to learn better tolerance and understanding of different religious philosophies and the conflicts within the Protestant Reformation between various Christian religions.

# MULTICULTURAL REPORT

Middle School  
2022-2023

Department: **Physical Education**  
Instructor: Shad Eberhardt  
Date Revised: 5/12/22

Soccer	2 weeks	Japanese, Roman, Greeks
Track/Field	2 weeks	Greek
Weight lifting	6 weeks	China, Egypt, Greece
Badminton	2 weeks	Asia

# MULTICULTURAL REPORT

Middle School  
2022-2023

Department: **Band**  
Instructor: Ben Kaye-Skinner  
Date Revised: 5/12/22

Band students play from the Essential Elements 2000 text, which features songs from America, Africa, Australia, Canada, China, England, France, Germany, Israel, Italy, Japan, Mexico, and Scotland. These songs also represent several different centuries and musical time periods. In addition, students play concert pieces in many genres by varying composers.

# MULTICULTURAL REPORT

Middle School  
2022-2023

Department: **Family and Consumer Science 7/Health 7**  
Instructor: Tyra Reardon  
Date Revised: 4/25/2022

I have included numerous multicultural aspects throughout the curriculum in Family and Consumer Science. In all of the materials used, there are references to different cultures. Students have the opportunity in class to discuss their own cultural background and share how it has impacted their lives.

## **7<sup>th</sup> Grade Exploratory FCS**

We discuss different foods from different cultures and the availability of foods in different areas of the nation and the world. We also discuss common eating habits of different cultures.

## **7<sup>th</sup> Grade Health**

All materials used in this class are multicultural in nature, and show pictures of people from a variety of cultures. We also address the issue of stereotyping and prejudice based on cultural background. Tolerance and acceptance of others, whatever their culture, is a topic of discussion in class.

# MULTICULTURAL REPORT

Middle School  
2022-2023

Department: **Art**  
Instructor: Jill Shipley  
Date Revised: 5/11/2022

## 5<sup>th</sup> Grade --

We discuss artists and art styles from other cultures.

We do a project about Japanese fish prints.

## 6<sup>th</sup> Grade -- African Adire Elecko project

We discuss Adire cloth and the process and make African designs on paper and on an African animal.

Chinese Lantern project

7<sup>th</sup> Grade -- Create different styles of African Masks from different regions of Africa (we discuss where they are from and the styles of masks)

8<sup>th</sup> Grade -- We discuss Aboriginal designs from Australia and use these to decorate their slab pot in pottery.

# MULTICULTURAL REPORT

Middle School  
2022-2023

Department: **Vocal Music**  
Instructor: Jeff Schwarz  
Date Revised: 4-25-22

The 5<sup>th</sup> and 6<sup>th</sup> grade General Music Class learns about a variety of cultures in many ways. We have sung songs from a plethora of places across the world including but not limited to Africa, Japan, and Mexico. In addition to singing we have learned dances and tried musical games from different cultures. We talk about composers from different parts of the world, Germany, Austria and others, as we sing and listen to their pieces.

The 7<sup>th</sup> and 8<sup>th</sup> Grade Choir sang a wide range of cultural pieces. We have performed Samoan, spirituals, Ukrainian Folk Songs, as well as songs with historical significance. We look at a variety of songs for various time periods, cultures and genres and discover what we can learn about history and culture from different types of music.

# MULTICULTURAL REPORT

Middle School  
2022-2023

Department: **Resource Room**  
Instructor: Angie Bergen, Matt Tobias, Dana Robinson  
Date Revised: April 25, 2022

Resource students are required to complete assignments from their core classrooms that oftentimes involve multi-cultural components. These assignments are completed with resource assistance during LAB on a daily basis. During LAB we also discuss learning differences and the acceptance of others despite culture, background or learning style.

# MULTICULTURAL REPORT

Middle School  
2022-2023

Department: **Industrial Technology**  
Instructor: Jeff Wusk  
Date Revised: 4/26/2022

7<sup>th</sup> Grade

We discuss the accomplishments of other nationalities in the fields of transportation, aeronautics, and energy.

8<sup>th</sup> Grade

We discuss the accomplishments of other nationalities in the field of manufacturing.

# MULTICULTURAL REPORT

Middle School  
2022-2023

Department: **Media Center**

Instructor: Jacey Wit

Date Revised:

The media centers at both the high school and the middle school seek to provide a variety of multicultural materials in accordance with the curriculum which will support and enhance the classroom instruction. These materials are in all formats and in both the reference and circulating collections.

The media center provides recreational reading materials in the forms of books, e-books, and periodicals, which provide a multicultural outlook.

The media center also provides bulletin boards, bookmarks and other promotional materials, which are multicultural in nature and provides updates on web sites of interest and alerts on other websites that are not in accordance with multicultural acceptance.

The media center maintains an atmosphere of welcome and acceptance for persons of all cultures, ethnic backgrounds, and abilities and provides a safe place for education and the exchange of ideas.

# MULTICULTURAL REPORT

High School  
2021-2022

Department: Agriculture Education  
Instructor: Kurt VanDeWalle  
Date Revised: 5/11/22

Importance of Native American and other early civilizations and their farming practices, related to the origination of agriculture.

Appreciation of working with people from different cultures, races, and societies.

Importance of global marketing.

Impact of foreign economies and weather on our local ag economy.

Cost of food in the US compared to other countries, the percentage of disposable income spent on food.

Sustainable agriculture practices used in Costa Rica.

Belief and value differences amongst culture / generations 2-3 generations removed from the farm compared to cultures / generations 1-2 generations removed from the farm and/or grew up in an agricultural community.

Students select a third world country to research and present to their classmates. Research includes:

- Family size & composition, diet, education & access to health care.
- Farm size, crops grown, and ag practices. Or employment & wage and where they typically purchase food and have access to private or community gardens.
- Major barriers to improving ag productivity, employment, and earning a living wage, and gaining access to food markets and adequate nutrition.

Students have the option to take the research presentation a step further and write a research paper, focusing on a specific problem of the country and possible solutions, and submitting it for competition for the World Food Prize NE Youth Institute.

Students in the Independent Agriculture class read, summarize, and reflect on the 40 stories in the book "40 Chances – Finding Hope in a Hungry World" by Howard G. Buffet. The stories are about his traveling, witnessing hunger, why other countries and our own struggle with having enough food for their people and what he and others have done to increase food security.

# MULTICULTURAL REPORT

High School  
2021-2022

Department: Art  
Instructor: Jill Shipley  
Date Revised: 5/11/22

## Art I – Native American Shields

History about the Native American Shields and tools and culture

- create a Native American shield
- Keynote presentation about artists involving other cultures
- DVD's about art and artists from other cultures
- Joslyn Computer assignment about art from around the world
- Share an artist on Fridays that deal with different cultural artists
- Egyptian Art project
- Chinese lantern

## Advanced Art –

- Chinese Opera Mask Power Point
- Create a Chinese Opera Mask
- Egyptian art project
- Create a brochure about an art gallery (involves other countries and their art)
- Clay tea pots (discuss England and their traditions)

# MULTICULTURAL REPORT

High School  
2021-2022

Department: Business Education  
Instructor: Brittney Patterson  
Date Revised: 5/5/2022

## **Accounting I and II**

A feature describing the contributions of a variety of cultures to accounting and business appear throughout both texts in the accounting curriculum. Some features focus on historical contributions while others describe a situation in the U.S. today. The features help strengthen student awareness of the value of diversity in the workforce and society. Topics include Asian American, Hispanic American, Korean American, and Native American business situations. Information on the importance of having and understanding a diverse workforce, minority recruiting, and women, as business owners is included.

## **Personal Finance**

The job application unit covers discriminatory practices that have been outlawed and other aspects of several employment laws that deals with diversity whether it be related to gender, race, or religion. Items discussed include the use of the I-9, the Equal Employment Opportunity Law, and Equal Credit Opportunity laws.

## **Exploratory Careers**

This class explores the many career clusters and pathways available to students regardless of age, gender, or cultural background. Ethics and the appreciation for a diverse workforce are discussed in addition to building human relation skills with people of all ages and backgrounds.

## **Entrepreneurship**

Today's entrepreneur needs to have a global perspective of doing business to be successful. Discussions about our dependence on foreign markets to the benefits one can reap from selling globally are discussed. Successful entrepreneurs from all kinds of backgrounds are studied. A unit is covered over human resource management where Equal Employment Opportunity Law and outsourcing labor are discussed.

# MULTICULTURAL REPORT

High School  
2021-2022

Department: Family and Consumer Science  
Instructor: Tyra Reardon  
Date Revised: 5/5/2022

I have included numerous multicultural aspects throughout the curriculum in all areas of Family and Consumer Sciences. In all of the PowerPoints used, there are specific segments and special features that reflect different cultures. Diverse students and their classmates have the opportunity in class to discuss their own cultural backgrounds and share how it has impacted their lives. Students are also invited to share the differences they see when they view cultures different from their own.

## **Food & Nutrition**

The curriculum used in this class is culturally sensitive. Photos used throughout the PowerPoints include people of many races and ethnic backgrounds and with a variety of abilities. Because food is one of the main expressions of culture, it is a rich area to explore cultural differences, whether it pertains to the origin of certain food customs and dishes or where foods are grown. As the class discussed specific foods, there were multiple opportunities for learning about and sampling food of different cultures. Whenever a food or a technique had its origin in a specific culture, we discussed that aspect of culture. For instance, when we studied grains, we discussed how the geography of different places led to the development of different staple grain products.

## **9<sup>th</sup> Grade Exploratory FCS**

During the foods and nutrition sector of this class, we explore and discuss some cultural expectations and norms when it comes to food as well as safety and sanitation. Students were challenged to think of different ways that culture and ethnicity may impact food choices and food creation.

## **Individualized FCS**

Because this is an independent class, multicultural aspects of families were explored only to the extent that individual students chose that subject. There are areas of multicultural emphasis incorporated into this class if students choose to explore that topic.

## **Human Development**

The PowerPoints used in this class include representatives of many cultural backgrounds. Pictures in the curriculum show families of many different cultures and races. Conversations in classroom discussions often discussed cultural differences on racial and other cultural aspects. We emphasize that strong families do not all look or act alike, but have many similar traits that are expressed in a wide variety of ways unique to their culture.

# MULTICULTURAL REPORT

High School  
2021-2022

## **Child Development/Parenting**

Our curriculum is a valuable tool for broadening students' exposure to families of many cultural backgrounds because of the diversity of backgrounds included in the text and pictures. We are fortunate to have several baby simulators that are black, Asian, or Hispanic that are available to us through the Education Service Unit. Cross-cultural adoption is also a topic of discussion in this class. We have also discussed how language acquisition happens in all cultures and discussed the importance and benefits of raising bilingual children.

One of the most interesting cross-cultural resources that I used in this class again this year was *Babies*, a documentary film of four babies during their first year of life. One baby is from Namibia, one from Tokyo, one from Mongolia, and one from San Francisco. Students were drawn into this film and the discussions were rich. Students were able to identify human similarities in infant development, as well as the differences in culture and environment.

## **Interpersonal Relationships**

Throughout the course of this class we covered a variety of different culturally and ethnically varied topics. We discussed how stress, communication, and conflict resolution is seen and impacts different cultures and ethnicity as well as how relationships look across many different cultures and ethnicities. Students were challenged to create materials that highlighted what relationships looked like across the globe. Students also partook in several in-class discussions about how relationships look across the world.

## **Culinary Arts**

The PowerPoints and curriculum used in this course highlights a variety of different cultures and ethnicities. The pictures and texts discussed how food is prepared and selected across the globe. The impact of geography on food selection and preparation was also highlighted throughout the course. Students were given several opportunities to discuss and highlight different culture's food preferences and made some of these dishes in class.

# MULTICULTURAL REPORT

High School  
2021-2022

Department: Industrial Technology  
Instructor: Jeff Wusk  
Date Revised: 5-9-22

## **Cabinet Making**

We discuss various types of wood not found in the United States. Some areas to find different species of woods are in the Philippine Islands, Asia, Africa, West Indies, Central America, and Malaysia.

## **CAD 2**

We discuss influences from other countries in residential architecture. Some influences are English, Dutch, Spanish, French, Greek, Japanese, and Hawaiian.

## **Eng Tech**

Discuss different influences from other countries in technology of robots, rockets, aerodynamics (cars/trucks), bridge design, and plastics.

## **Const Tech**

Students have to do a wanted poster on a famous architect from another country.

## **Electricity/Electronics**

We discuss influences from other countries in electricity/electronics, also we discuss the difference in electricity in other countries.

# MULTICULTURAL REPORT

High School  
2021-2022

Department: Language Arts  
Instructor: Jodi Meyer and Veronica Waldron  
Date Revised: May 5, 2022

## 9<sup>th</sup> Grade

In English I, the novel *Of Mice and Men* is read and studied. The novel exposes students to the history of the Great Depression, migrant workers, and slavery. Several informational texts are utilized to build students' background on these topics to help enhance their understanding of the novel.

## 10<sup>th</sup> Grade

In English II, the novels *Animal Farm* and *To Kill a Mockingbirds* are studied and read. *Animal Farm*, by George Orwell, introduces and concentrates on the formation of communism and a brief study of Russian culture. *To Kill a Mockingbird* incorporates a study of prejudice and discrimination due to racial differences. Students study the legal case that was the basis of *To Kill a Mockingbird*.

## 11<sup>th</sup> Grade

In English III, students research and write about the experience of immigrant homesteaders in preparation for reading Willa Cather's *My Antonia*. In a unit centered around Henrik Ibsen's *A Doll's House*, students compare and contrast the play's view of family, specifically the roles of men and women, with contemporary ideas.

## 12<sup>th</sup> Grade

English IV strives to expose the students to a wide variety of authors, styles, cultures, and types of writing. The following is a list of the units which are designed to integrate reading, writing, and speaking objectives and the cultures which are incorporated as a part of the units:

Contemporary Literature

Langston Hughes, Maya Angelou

Shakespeare - *Hamlet*

Piper - *The Middle of Everywhere*

Mark Twain - *The Adventures of Huckleberry Finn*

Homer - *The Odyssey*

Short Story

# MULTICULTURAL REPORT

High School  
2021-2022

Department: Math  
Instructor: Ryan Komenda  
Date Revised: 5/5/22

The integration of multicultural activities in my classroom are done by the following:

- Posters displayed that portray math in different cultures
- Calculus reports that show great mathematicians and the different cultures that they come from and the contributions they have given to society.
- Tangrams, well known Chinese puzzles are used when studying polygons
- Math games are played using various cultures
- Greek symbols are used a lot when studying Calculus
- Also an emphasis is put on working to meet the needs of my students who come from different backgrounds.

# MULTICULTURAL REPORT

High School  
2021-2022

Department: Math  
Instructor: Adam Verhage  
Date Revised: 5/5/22

The following things are done in my classroom to promote multicultural education:

1. We use a textbook that incorporates multicultural ideas and concepts in various problems and examples. It often includes narratives about these concepts and ideas that students are encouraged to read.
2. Discuss topics that arise on special days, such as Martin Luther King's Birthday, Cinco de Mayo, and other different Holidays.
3. Problems in class are created to reflect different cultures.
4. Stress that students should not judge others, and accept everyone for who they are and not what or where they come from.
5. Discuss the various mathematical concepts and their origins including what parts of the world they were discovered and proven.
6. We use greek symbols for variables, and discuss the purpose of different symbols.

# MULTICULTURAL REPORT

High School  
2021-2022

Department: Media Center  
Instructor: Kelsey Vnoucek  
Date Revised: May 5, 2022

The media centers at both the high school and the middle school seek to provide a variety of multicultural materials in accordance with the curriculum, which will support and enhance the classroom instruction. These materials are in all formats and in both the reference and circulating collections.

The media center provides recreational reading materials in the forms of books and periodicals, which provide a multicultural outlook.

The media center also provides bulletin boards, bookmarks and other promotional materials, which are multicultural in nature and provides updates on web sites of interest and alerts on other websites that are not in accordance with multicultural acceptance.

The media center maintains an atmosphere of welcome and acceptance for persons of all cultures, ethnic backgrounds, and abilities and provides a safe place for education and the exchange of ideas.

# MULTICULTURAL REPORT

High School  
2021-2022

Department: Physical Education  
Instructor: Gabe Eberhardt and Steve Sherman  
Date Revised: May 6, 2022

In physical education classes we do not have a unit specifically on multicultural events or people. However we do talk about the origins of various popular sports that are played that were started by other countries. We do discuss different ethnic groups if the activity in class presents itself. Some of the activities that we do in which this opportunity has occurred are:

Winter Olympics: All nationalities and genders (Depending on year)  
Summer Olympics: All nationalities and genders (Depending on year)  
Strength Training: All Nationalities and genders  
Other popular games from other countries: Sepak Takrah, Tcoukball, Cricket, etc.

In class, students are taught that it is important to respect all individuals. Even though some people may appear to be different It is important to respect them and give them credit for what they have accomplished.

In class, we discussed Title IX and how the treatment of females has changed over the years in and through athletics.

In class, we identify different sports and recreational activities of various countries. We also identify worldwide athletes and contributors to sports and recreational activities in general.

# MULTICULTURAL REPORT

High School  
2021-2022

Department: Science  
Instructor: Mitch Lockhart  
Date Revised: 5/13/22

We have learned/covered the following topics:

## **Chemistry I & II**

- Promote the contributions of scientists from culturally diverse backgrounds in the field of Chemistry.
- Practice culturally responsive practices and equity for all students
- Evaluate and promote the contributions of women in the science field.
- Recognize and value the experiments, perspectives, and contributions of scientists from varied historical and culturally diverse backgrounds.
- Identify and discuss biases and stereotypes in the field of Chemistry by examining data, research, and outcomes.
- Compare nuclear energy usage in various countries and the pros and cons associate with the impact it has on various cultures and societies.
- Compare and contrast different languages, customs, and experiences that influence the field of science by various racial, ethnic, and socioeconomic groups.
- Promote the use of culturally appropriate communication and language.
- Encourage learning through the facilitation of various viewpoints of diverse cultures and languages in a multicultural setting in respect to the contribution made to advance science.
- Expose students to the viewpoints of a more inclusive scientific community by examining the careers, contributions, and sources of inspiration of celebrated scientists with various backgrounds including those with disabilities, from minority ethnic backgrounds, or minority racial groups.
- Examine the contributions of many cultures to our knowledge of science in culturally related ways of learning and instructional practices.

# MULTICULTURAL REPORT

High School  
2021-2022

- Promote science, technology, and engineering with equity for all and recognize that advancement and progress made in society because of the diversity of ideas and thought to bring about respect for culturally diverse views.

## Physics

- Promote the contributions of scientists from culturally diverse backgrounds in the field of Physics.
- Practice culturally responsive practices and equity for all students
- Evaluate and promote the contributions of women in the science field.
- Recognize and value the experiments, perspectives, and contributions of scientists from varied historical and culturally diverse backgrounds.
- Identify and discuss biases and stereotypes in Physics by examining data, research, and outcomes.
- Compare and contrast different languages, customs, and experiences that influence the field of science by various racial, ethnic, and socioeconomic groups.
- Promote the use of culturally appropriate communication and language.
- Encourage learning through the facilitation of various viewpoints of diverse cultures and languages in a multicultural setting in respect to the contribution made to advance Physics.
- Expose students to the viewpoints of a more inclusive scientific community by examining the careers, contributions, and sources of inspiration of celebrated scientists with various backgrounds including those with disabilities, from minority ethnic backgrounds, or minority racial groups.
- Examine the contributions of many cultures to our knowledge of science in culturally related ways of learning and instructional practices.
- Promote science, technology, and engineering with equity for all and recognize that advancement and progress made in society because of the diversity of ideas and thought to bring about respect for culturally diverse views.

# MULTICULTURAL REPORT

High School  
2021-2022

## **Physical Science**

- Promote the contributions of scientists from culturally diverse backgrounds in the field of general science.
- Practice culturally responsive practices and equity for all students
- Evaluate and promote the contributions of women in the science field.
- Recognize and value the experiments, perspectives, and contributions of scientists from varied historical and culturally diverse backgrounds.
- Identify and discuss biases and stereotypes in the scientific field by examining data, research, and outcomes.
- Compare and contrast different languages, customs, and experiences that influence the field of science by various racial, ethnic, and socioeconomic groups.
- Promote the use of culturally appropriate communication and language.
- Encourage learning through the facilitation of various viewpoints of diverse cultures and languages in a multicultural setting in respect to the contribution made to advance science.
- Expose students to the viewpoints of a more inclusive scientific community by examining the careers, contributions, and sources of inspiration of celebrated scientists with various backgrounds including those with disabilities, from minority ethnic backgrounds, or minority racial groups.
- Examine the contributions of many cultures to our knowledge of science in culturally related ways of learning and instructional practices.
- Promote science, technology, and engineering with equity for all and recognize that advancement and progress made in society because of the diversity of ideas and thought to bring about respect for culturally diverse views.

## **Forensic Science**

- Promote the contributions of scientists from culturally diverse backgrounds in the field of Forensic Science.

# MULTICULTURAL REPORT

High School  
2021-2022

- Provide viewpoints, consequences, and reasons for civil and criminal law to provide and fair and impartial system for all.
- Practice culturally responsive practices and equity for all students
- Evaluate and promote the contributions of women in the science field.
- Recognize and value the experiments, perspectives, and contributions of scientists from varied historical and culturally diverse backgrounds.
- Identify and discuss biases and stereotypes in Forensic Science by examining data, research, and outcomes.
- Compare and contrast different languages, customs, and experiences that influence the field of science by various racial, ethnic, and socioeconomic groups.
- Promote the use of culturally appropriate communication and language.
- Encourage learning through the facilitation of various viewpoints of diverse cultures and languages in a multicultural setting in respect to the contribution made to advance Forensic Science.
- Expose students to the viewpoints of a more inclusive scientific community by examining the careers, contributions, and sources of inspiration of celebrated scientists with various backgrounds including those with disabilities, from minority ethnic backgrounds, or minority racial groups.
- Examine the contributions of many cultures to our knowledge of science in culturally related ways of learning and instructional practices.
- Promote science, technology, and engineering with equity for all and recognize that advancement and progress made in society because of the diversity of ideas and thought to bring about respect for culturally diverse views.

# MULTICULTURAL REPORT

High School  
2021-2022

Department: Science  
Instructor: Kim Theobald  
Date Revised: 5-6-22

We have learned/covered the following topics:

## **Biology I and Biology II**

- The ability to do scientific inquiry, STEM.
- How people in other cultures are conserving their resources, endangered species, and environment.
- Cell discovery and structure, many cultures impacted.
- The occurrences of different hereditary traits among various racial, ethnic, or cultural groups. (Blood type, genetic disease, etc.)
- The history of the development of the concept of biological evolution, many cultures impacted.
- The contributions of scientists from different countries to the understanding of science as a human endeavor.
  - Examples:
    - Charles Drew (A black man) – separation of blood for storage
    - Gregor Mendel (Austria) – genetics

## **Human Anatomy and Physiology**

- The ability to do scientific inquiry, STEM.
- Origins of different medical practices, discoveries and terms.

## **Practical science**

- The ability to do scientific inquiry, STEM.
- How resource use and consumption differs in cultures other than our own.
- How people in other cultures are conserving their resources, endangered species, and environment.
- How different countries are developing alternative energy resources.
- How the natural resources present in different countries influence how the people utilize these resources.
- The contributions of scientists from different countries to the understanding of science as a human endeavor.

# MULTICULTURAL REPORT

High School  
2021-2022

Department: Social Studies  
Instructor: Derek Reinsch  
Date Revised: 5-11-22

## WORLD HISTORY:

- We discussed the impacts of European exploration and imperialism over American, Asian, and African peoples.
- We discussed the impacts of slave trade on Africans.
- We discussed the Holocaust and its impacts over Jewish people and the Jewish religion.
- We discuss women's responsibilities over time and roles women have played in World History.

## AMERICAN HISTORY:

- We discussed the results of slavery on America and African Americans.
- We discussed racism throughout history.
- We discuss roles African Americans have played in American History and their impact on society and history
- We discuss the role Mexicans have played in American History.
- We discuss women roles in U.S. history and their impact on history and society.

# MULTICULTURAL REPORT

High School  
2021-2022

Department: Social Studies  
Instructor: Colby Smith  
Date Revised: 5/6/22

## Psychology

1. Students study aspects of human behavior as it occurs in settings where people of different cultural backgrounds encounter each other.
2. Students compare and contrast key differences and similarities of psychological development between people of different cultural backgrounds and heritages.
3. Students learn the importance of experimenting, including the importance of sampling and conducting random assignments.
4. Students outline and identify ethical issues relating to culture and ethnicity in psychological research.
5. Students assess how a person's heritage and environment can affect their behavior and personality.

## Sociology

1. Students explore cultural diversity and examine case studies in a variety of cultures throughout the world.
2. Students compare and contrast cultural norms as well as gender norms for a variety of cultural groups.
3. Students analyze the labor pool, understanding the opportunities for women, Caucasian men, minorities etc.
4. Students analyze the effects that poverty, disease, health care, etc. have on different cultural groups.
5. Students study religious diversity in America.
6. Students learn the importance and the direct effect of heritage and ancestry.
7. Students explore how the role of women has changed in the world, and is still changing today.

## Government

1. Students analyze the Bill of Rights: the essential freedoms given to the citizens of the United States from a variety of cultural backgrounds.
2. Students explore the Civil Rights Movement and its relation to giving equality to all people.
3. Students analyze the abolishing of slavery and the lifestyle those in slavery were forced to live.
4. Students look in depth at the details of citizenship; who it applies to, how to get legal citizenship, etc.
5. Students understand the right to vote cannot be denied based on gender, race, color etc.

# MULTICULTURAL REPORT

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6. We analyze the role that women have played in our government in the past, and the growing amount of women who are continuously playing a much larger role as the years move forward.
7. Students analyze our judicial branch; enforcing, protecting, and granting equal justice, due process, and essential freedom to people of all cultures.
8. Students compare and contrast the United States government to the government's that belong to other cultures and locations of the world.

## Geography

1. Students study world cultures from across the globe, including but not limited to, languages, religions, foods and traditions, and customs.
2. Students explore the diversity within societies and their impact on countries and regions of the world.
3. Students research the key geographers and explorers from hundreds of years ago, including their native country they are exploring for, and significance in their journey.
4. Students study the laws and rules that countries are governed by, citing the differences amongst cultures and the way people are able to live.
5. Students research and analyze the differences amongst class systems and the effects it has on a society.

# MULTICULTURAL REPORT

High School  
2021-2022

Department: Spanish  
Instructor: Janelle Steig  
Date Revised: 5/5/22

On a daily basis, students in Spanish I and II study Spanish vocabulary and grammar. Students learn how to engage in conversation with other Spanish speakers, listen and interpret the Spanish language, and write in Spanish.

Students also gain knowledge and an understanding and appreciation of other cultures. Students compare and contrast Hispanic cultures with that of their own and describe the Hispanic society's contributions to the world.

Spanish students also make connections with other disciplines such as technology, math, geography, sociology, history and English. In addition, students utilize authentic materials such as books, magazines and technology to explore the Spanish-speaking world. Spanish students also used current technology to do Internet research of various Hispanic cultures. Students also participate in cultural experiences such as the celebration of Hispanic holidays.

Importantly, Spanish students learn how to use the language both within and beyond the classroom setting.

## **Applied Communication II**

Emphasis is placed on knowledge of language usage that can relay stereotyping and prejudice. A variety of barriers can inhibit our communication skills. The inability to deal with people from different races, backgrounds, and gender are addressed along with practice on how to communicate more effectively when faced with such situations. The materials used in these classes include video presentations that show a diverse workforce. Discriminatory questions on application blanks and in the interview process are also discussed.

# MULTICULTURAL REPORT

High School  
2021-2022

Department: Vocal/Instrumental Music  
Instructor: Ben Kaye-Skinner  
Date Revised: 5/5/22

Students in the Fillmore Central High School music department perform music from many time periods and musical periods. Musical selections span myriad genres from across the world. Choir members sing in many languages, including English, Spanish, French, Italian, German, Swahili, Hebrew, Catalan, and others.

# MULTICULTURAL REPORT

High School  
2021-2022

Department: Digital Media/Yearbook  
Instructor: Aaron Dahl  
Date Revised: 5/5/2022

1. This class has a lot to do with photography. Capturing those important moments throughout the year are a vital piece to a great yearbook. Photography is used all around the world to capture those important moments. National Geographic is a major photographic company that captures so many cultural aspects in life, and we try to do the same.
2. There is a parent dedication page where senior parents can submit a little paragraph of anything appropriate that they would like to add for their senior. Parents are able to write anything cultural that they please, as long as it's appropriate.