

Agenda

1. Date Public Notice Appeared in the Norfolk Daily News:
2. Call to Order
 - 2.1. Roll Call
 - 2.2. Declaration of a Legal Meeting
3. Study Session
4. Pledge of Allegiance
5. Presentations, Special Recognition, Focus on Students
 - 5.1. Focus on the Students
 - 5.2. Award for Excellence
6. Public Comments & Communication
7. Information and Discussion Items
 - 7.1. Finance & Facilities Report
 - 7.2. Teaching & Learning Report
 - 7.3. Student Programs Report
 - 7.4. Student Services Report
 - 7.5. Human Resources & Accreditation Report
 - 7.6. Superintendent's Report
8. Committee Reports
 - 8.1. Facilities & Finance Committee Report
 - 8.2. Policy Committee Report
 - 8.3. Government Relations Committee Report
 - 8.4. Activities Committee Report
 - 8.5. Curriculum Committee Report
 - 8.6. Norfolk Public Schools Foundation Committee Report
 - 8.7. Minutes of Committee Meetings
9. Approve Consent Agenda
 - 9.1. Minutes of Previous Meetings
 - 9.2. Personnel
 - 9.2.1. Contract Approval
 - 9.2.2. Resignations
 - 9.3. Claims
10. Action Items
 - 10.1. Discuss, consider and take action to approve the 2022-2023 Little Panthers Preschool Student Handbook
 - 10.2. Discuss, consider and take action to approve the 2022-2023 Elementary Student Handbook
 - 10.3. Discuss, consider and take action to approve the purchase of curriculum materials for Panther Lunch

- 10.4. Discuss, consider and take action to approve the first reading of Board Policies 5008 (Student Attendance), 5415 (Bullying), 5416 (Student Fees), 5417 (School Wellness), 6400 (Parental Involvement in Schools), 6410 (Combined District and School Title I Parent and Family Engagement Policy), and 6370 (Multicultural Education)
- 10.5. Discuss, consider and take action to approve paying the City of Norfolk for half of the concrete project at the TaHaZouka softball fields, with the total cost not to exceed \$100,000.
- 10.6. Discuss, consider and take action to grant permission to sell and/or dispose of end of life technology, including outdated chromebooks, ipads, keyboards, and docking stations.
- 10.7. Discuss, consider and approve a revision to the 2022-2023 calendar
- 10.8. Discuss, consider and take all necessary action with regard to litigation against construction contractor and bonding company relating to the high school HVAC renovation project
11. Future Meetings
12. Executive Session -- If Needed to Protect the Interest of the District or to Prevent Needless Injury to the Reputation of an Individual
 - 12.1. Convene Executive Session -- If Needed to Protect the Interest of the District or to Prevent Needless Injury to the Reputation of an Individual.
 - 12.2. Reconvene Meeting from Executive Session
 - 12.3. Approval of Any Action Deemed Necessary as a Result of Executive Session
13. Adjournment

**School Improvement
External Team Visitation Report
for Nebraska Frameworks Schools
Norfolk Public Schools**



March 22 & 23, 2022

External Visitation Team

Team Leader: Kate Heineman, Executive Director of Teaching & Learning, Fremont Public Schools

Team Member: Rob Bishop, MTSS Positive Supports Coordinator, Grand Island Public Schools

Team Member: Scott Eckman, Nebraska MTSS Region 1 ESU #4-5-6 Team

Member: Jackie Ediger, Professional Development Director, ESU #9

Team Member: Dr. Jackie Nielsen, Associate Superintendent, Beatrice Public Schools

Team Member: Mark Porter, Elementary Principal, Wisner-Pilger Public Schools

Team Member: Dr. Josh Snyder, Director of Learning, Wahoo Public Schools

Team Member: Jesse Zavadil, Middle School Principal, Schuyler Community Schools

Schedule & Agenda



Accreditation: Nebraska Framework External Team Schedule Tuesday, March 22nd



Time	Event Description	Who	Location
7:45 - 8:15 am	External Team Arrival at Central Office	External Review Team	NPS Central Office, 512 Phillip Ave., Small Board Room
8:15 - 8:45 am	External Team Orientation	External Review Team	
8:45 - 9:45 am	Digital Presentation: District Overview	Superintendent, Central Office Leadership Team, Admin Team?	NPS Central Office, 512 Phillip Ave., Large Board Room
10:00 – 12:15 pm	Building Activities 10:00 - 10:45 Building Tours Led By Principals 10:45 - 11:30 Classroom Observations 11:30 - 12:15 Lunch/Interview Students	Building Activities: Session 1 <u>Junior High</u> - Josh Snyder, Jesse Zavadil, Rob Bishop <u>Washington</u> - Jackie Ediger, Mark Porter, Kate Heineman	Norfolk Junior High School 510 W. Pasewalk Washington Elementary School 1205 S. 2nd Street
12:30 – 2:45 pm	Building Activities 12:30 - 1:15 Building Tours Led By Principals 1:15 - 2:00 Classroom Observations 2:00 - 2:45 Interview Students	Building Activities: Session 2 <u>Middle School</u> ; Josh Snyder, Jesse Zavadil, Rob Bishop <u>Westside</u> ; Jackie Ediger, Mark Porter, Kate Heineman	Norfolk Middle School 1221 N. 1st Street Westside Elementary School 1703 W. Phillip Ave
10:00 - 2:45 pm	Building Activities 10:00 - 10:45 School Tour & Admin Team Discussion 10:50 - 11:30 Steering Committee Presentation & Discussion 11:30 - 12:15 Lunch and Student Interviews 12:30 - 2:00 Classroom Visits and Exploration 2:00 - 2:45 Staff Interviews	Building Activities: Session 1 & 2 <u>Senior High</u> - Jackie Nielsen, Scott Eckman	Norfolk Senior High School 801 Riverside Blvd.
3:00 – 4:00 pm	External Team Meeting (Snacks Provided)	External Review Team	NPS Central Office, 512 Phillip Ave., Small Board Room
4:00 - 4:30 pm	Interview Board Members	External Review Team	NPS Central Office, 512 Phillip Ave., Large Board Room
4:30 - 5:00 pm	Interview Parents	External Review Team	NPS Central Office, 512 Phillip Ave., Large Board Room
5:00 – 6:00 pm	Check in at Hotel	External Review Team	Divot's Lodge & Suites 4200 West Norfolk Ave. Norfolk, NE 68701
6:00 - 7:30 pm	Meal with Admin Team and Board Members	Divots	Divot's Lodge & Suites, Veranda
7:30 – 8:30 p.m.	External Team: Work Session	External Review Team	Divot's Lodge & Suites

Wednesday, March 23, 2022

Time	Event	Who	Location
8:00 - 9:00 am	External Team Meeting	External Review Team	NPS Central Office, 512 Phillip Ave. Small Board Room
9:15 - 11:45 am	External Team Q & A with Directors/Instructional Coaches 9:15 - 10:15 Teaching & Learning Team 10:15 - 10:45 Director of Student Services 10:45 - 11:15 Director of Special Education 11:15 - 11:45 Superintendent (Snacks Provided)		
11:45 - 2:00 pm	External Team Meeting (Lunch Brought In)	External Review Team	NPS Central Office, 512 Phillip Ave. Small Board Room
2:00 - 3:00 pm	Presentation to Superintendent & Central Office Leadership Team		NPS Central Office, 512 Phillip Ave. Large Board Room
3:15 – 4:00 p.m.	Presentation to Staff, Admin, Parents, Students	External Review Team School Stakeholders	NPS Central Office, 512 Phillip Ave. Large Board Room

External Team Members / Positions

Kate Heineman - Executive Director of Teaching & Learning, Fremont Public Schools
Rob Bishop - MTSS Positive Supports Coordinator, Grand Island Public Schools
Jackie Ediger - Professional Development Director, ESU #9 Hastings
Dr. Jackie Nielsen - Assistant Superintendent, Beatrice Public Schools

Mark Porter - Elementary Principal, Wisner Public Schools
Scott Eckman - NeMTSS Regional Lead
Dr. Josh Snyder - Director of Learning, Wahoo Public Schools
Jesse Zavadil - Middle School Principal, Schuyler Community Schools

A. Purpose of the External Visitation

The External Visitation to Norfolk Public Schools was to support the district and individual school buildings in selecting and reviewing continuous school improvement goals and plans with an objective, outside review of the school improvement processes. Additional feedback from the external visitation team comes in the form of professional input and advice from this group of colleagues from outside the district.

The External Visit fulfills the Nebraska Rule 10 requirements for accreditation. All accredited schools must conduct an external visitation once every five years as a part of the accreditation process. Accredited schools utilize the findings, reports, and feedback from the external evaluators to develop future goals commensurate with this analysis.

B. Description of the Process for Gathering Information for the External Team Report

The Director of Human Resources and Accreditation and the Director of Teaching and Learning for Norfolk Public Schools coordinated the External Team visit. They communicated several times with the External Visitation Team Leader throughout the fall and winter of the 2021-2022 school year via email, zoom, and in person to coordinate and prepare for the visit. The Norfolk Public Schools team prepared and shared their goals, action plans, supporting documentation, data, and district profile information with the visiting team via a google website in advance of the external visitation.

The External Visitation Team was on site at Norfolk Public Schools March 22 and 23, 2022. The district administrative team presented an overview of the goals, successes, challenges, and planned next steps. The external team conducted on-site visits to Little Panthers Preschool, Washington Elementary, Westside Elementary, Norfolk Middle School, Norfolk Junior High, and Norfolk Senior High School.

C. Background Information Specific to the District:

Norfolk Public Schools serves over 4,400 students from birth to age 21. The district covers an area over 68 miles including Madison, Pierce, Stanton, and Wayne counties. The school district includes: the Little Panther Preschool, 7 Kindergarten - Fourth Grade Elementary School buildings, a Fifth and Sixth Grade Middle School, a Seventh and Eighth Grade Junior High School, and Ninth through Twelfth Grade Senior High School.

The district demographics from the 2020-2021 School Year were:

- 55 English Language Learners
- 15% Special Education
- 12% High Ability learners
- 94% Attendance Rate

- 7% Highly Mobile
- 51% Free or Reduced Lunch Participation

D. Additional Comments

The external visitation team extends our gratitude to Norfolk Public Schools and the community for welcoming us during our visit. The team enjoyed visiting with the administration, teachers, staff, students, parents, and board of education members. There is a palpable sense of Panther Pride in all stakeholders of the community which is to be celebrated and capitalized upon.

E. Description of the School Improvement / Continuous Improvement Process

The district's strategic planning goals established in 2018 strongly support the academic goal and the mission of Norfolk Public Schools in preparing all students to pursue their goals for the future. The district's continuous improvement process leading to student success is centered around these goals:

- Academic Goal: All students will demonstrate improved academic performance on grade level achievement tests.
- Strategic Goal #1: NPS will enhance and effectively use its comprehensive safety plans and procedures.
- Strategic Goal #2: NPS PK-12 Teachers will implement and use target-based instruction and grading as an integral part of the teaching and learning process ●
- Strategic Goal #3: NPS will, through researched-based program development and community collaboration, assure all children entering kindergarten have had opportunities for early childhood experiences that enable them to transition successfully to kindergarten.

All building goals are centered around the district mission, vision and goals.

Norfolk Public 2018 School Strategic Planning Goals across all schools:

NPS will enhance and effectively use its comprehensive safety plans and procedures.

Commendations:

- Norfolk Public Schools has fully developed and implemented their Comprehensive Safety Response Plan and Protocols.
- The District has added and conducted Safety Audits as well as consulting and coordinating with community first responders.
- All students, staff, and families interviewed report feeling very safe and feel confident in knowing the procedures in the event of different emergency situations.
- The district completed the extensive Emergency Operations Plan ● Norfolk Public Schools is committed to providing Mental Health services to their students and is continuing to add Licensed Mental Health Practitioners to their district with two additional providers in 2022-2023.

Recommendations:

- Norfolk Public Schools has mental health support at all levels, continue to evaluate how LMHPs and counselors can support students, teachers and families to foresee any extra services may be needed In addition, continue evaluating the Licensed Mental Health services using data to determine fidelity and successes.
- Continue practicing the Safety Response Plans and reviewing effectiveness of implementation.
- Continue developing, implementing, and practicing effective reunification processes as a part of the ongoing plan development.

NPS PK-12 Teachers will implement and use target-based instruction and grading as an integral part of the teaching and learning process.

Commendations:

- Weekly Professional Learning Community implementation and guided focus on the four PLC questions is well established and teacher led. This gives all NPS educators a strong common language and system to follow.
- Content area development teams are identifying targets at each grade level and in each course.
- Content area teams are creating proficiency scales.

Recommendations:

- Continue to implement the processes and evaluate all practices for alignment and fidelity.
- Continue working to communicate with and educate all stakeholders - students, staff, families, and community - on Target-Based Instruction and Grading. ● Continue aligning Target-Based Instruction and Grading to the already established Norfolk Public Schools Instructional Model.

NPS will, through researched-based program development and community collaboration, assure all children entering kindergarten have had opportunities for early childhood experiences that enable them to transition successfully to kindergarten.

Commendations:

- Establishment of the Little Panthers Preschool. Norfolk Public Schools expanded preschool programming in a fully renovated facility in 2019-2020. Programming is expanding in 2022-2023 to serve 240 students. From 2013 to 2018 the district had approximately 18% of incoming Kindergarten students having had no preschool experience. The district is now at only 7% of incoming Kindergarten students not having had a preschool experience with some of those families stating COVID concerns as a barrier to attendance.
- Power of Preschool organization focusing on a collaborative effort and partnership between all community early childhood providers, preschools, and

organizations. The Power of Preschool provides opportunities and resources for parents to access high quality preschools for their children

- Norfolk Public Schools implements a vertical PLC between Preschool and Kindergarten teachers to provide for a smooth transition from Preschool to Kindergarten for all students.

Recommendations:

- Continue building and nurturing the Power of Preschool and Community Partnerships. This partnership will positively impact student outcomes throughout their educational careers.
- Continue finding ways to promote the need for and understanding of a high quality preschool with all community stakeholders and families.

Academic Goal:

All students will demonstrate improved academic performance on grade level achievement tests.

Norfolk Public Schools is to be commended for the work they do to support each and every student leading to successful outcomes for their students.

- 94% Graduation Rate compared with 88% for the Nebraska Average ● Percentage of students proficient on state assessments and consistently remains at or above the state averages.

The Norfolk Public Schools work on all of their strategic goals, the implementation of the Norfolk Public Schools Instructional Model, and continuing to move forward during the pandemic has been instrumental in the success of their student achievement.

Building Commendations

Norfolk Elementary Schools Commendations

The external visitation team had the opportunity to review the building profiles and information for all seven elementary sites in Norfolk Public Schools. The team was able to visit two schools in person and had the opportunity to visit with additional elementary administrators. During the visit, the team met with and interviewed the building administrators, teachers, staff, and students. The team also had the opportunity to interview parents as a part of a whole district panel of families with students in Preschool through High School.

The team observed a Positive School Culture that is shared by students, teachers and families and everyone feels safe. Students, staff and parents all feel the school is safe in the school and outside at recess. The district has a safety plan in place and all stakeholders are aware of the procedures they need to follow. Drills are practiced on a regular basis led by administrators and teachers.

Faculty shared that they feel supported and valued and the Professional Learning Communities are led by teachers in the elementary, they hold themselves accountable to very high expectations. Teachers are involved in the decision making process. The administrators have building level meetings where staff are able to bring up what is not working and help hold each other accountable. One elementary principal spoke specifically about the effectiveness of systematic check-ins with all kindergarten students and with other students throughout the building who are identified at data meetings as needing this level of support as well.

Families trust the Norfolk Public Schools processes and improvement initiatives. This was evident when the team had the opportunity to hear from and interview a succinct and diverse group of parents who choose to continue to bring their children to Norfolk Public Schools for a litany of reasons. This parent group spoke to many positive points of emphasis. The most significant points being; school safety, student opportunities, supportive faculty, and inclusive practices.

Norfolk Elementary Schools Recommendations

Norfolk Public Schools has the current structures, policies, procedures, and resources to solidify a durable foundation for fully implementing an effective, school-wide Multi-Tiered System of Support (MTSS) in the areas of social, emotional, behavioral, and academic learning.

Continue to build upon the existing structures that are evident in the district's instructional model. Teachers have felt prior support at both the building and district levels throughout the implementation of *Target-Based Grading*. They trust these supports and are welcome to new and innovative ideas. Teacher involvement in building the purpose and vision of the MTSS process will be critical during exploration, installation, and implementation. Shared ownership across the district with the processes of selecting research-based core programs, utilizing effective and efficient data systems, exploring thresholds and safety nets, and determining interventions will all bring their own challenges. Mimicking the effective practices of prior initiative implementations will be crucial to the success of MTSS at NPS. All teachers have a desire to impact greater change. Unveiling and making the most of these passions will prove to be key in the development of succinct leadership opportunities between district administration, building-level administration, and classroom teachers. The team recognized a focus on developing building and district leaders within the NPS system. This has been an effective model for the district. This same idea should be used to develop MTSS leaders in the classroom.

Local leaders and teams have access to the Nebraska MTSS (NeMTSS) leadership team at the Nebraska Department of Education (NDE). These professionals are available to facilitate and support every step of the way. Many of the pieces of a productive MTSS system are already in place at NPS. The greater definition of how these programs feed into each other is what MTSS will provide for you. NeMTSS defines the following as the integral pieces of the MTSS framework.

Shared Leadership

Communication, Collaboration, and Partnerships

Evidence-Based Practices: Curriculum, Instruction, Intervention and Assessment Building Capacity/Infrastructure for Implementation

Layered Continuum of Supports

Data-Based Problem Solving and Decision Making

Developing and fostering a relationship with NeMTSS will provide NPS with a structure to see all of the moving parts of what teaching and learning looks like and how they work together across grade levels and disciplines.

NPS is already looking at data to make decisions about what students need at all tiers. The use of the EduClimber data system syncing with the existing student information system will also provide a cleaner alignment with student data and the effectiveness of current and future initiatives.

Norfolk Middle and Junior High School Commendations

Upon visiting both Norfolk Middle and Norfolk Junior High School, we observed buildings which were clean, bright and in great physical shape. We experienced a secure entry process at each building and front office staff at both locations were welcoming and great ambassadors for their buildings.

The school improvement goal of systemizing and training all students and staff regarding safety protocols and systems appears to have been successful in both buildings. During the interviews of students, staff, and families they all stated that they felt physically safe within the school. Students and staff all stated that they felt they understood the safety protocols well and were routinely trained.

The commitment to and the utilization of PLCs is a critical component of any Continuous Improvement Process. Our observations around the use of PLCs at NMS and NJH shows a focus by the administration in promoting shared leadership and protecting time for teachers to engage in meaningful dialogue related to improving educational outcomes for all students. The district leadership team makes it a priority for teachers to

have collaborative planning time, especially when preparing common expectations, instruction, and assessments.

During our building tours, we were impressed with the movements of the more than 600 students during passing periods. The team structures and room proximity within each building keep many of the transitions for students to a minimal distance and allow the students to move quickly and efficiently between classrooms. Student work adorned the hallway walls and the many students we met during the day were kind, courteous and respectful. This was also noted when visiting classrooms during instructional observations.

Our tours also allowed us to learn about current and future facility updates at both buildings. At the Junior High (updated hallways lockers, gym seating refinishing, bathroom remodels, and a locker room addition) and at the Middle School (STEAM room expansion on the second floor to allow for expanded programming and 3-D printing).

The current district/school community partnerships have allowed updates in both the Creation Station (NJH) and STEAM Lab (NMS). These opportunities provide hands-on and real-world experiences for students, including the construction and use of 3-D printers, vinyl cutters and laser engraving machines.

Students, staff and families at all levels were appreciative of the number of opportunities available to students. Opportunities mentioned include Aftershock, Achievement Center, JH Speech Team, Choir, Orchestra, ELO, WIN Time, Band, Lifestyles Management, STEAM Room, Creation Station Room, MakerSpace, MSTV, Panther Pawzcast, the daily News Broadcast and athletics. Student access to so many opportunities should be commended and a point of pride across the Middle and Junior High buildings. As students, staff and families all mentioned, "There's something for everyone."

Students and staff expressed the supportive and strong family atmosphere at the middle and junior high schools. Students expressed that they felt teachers work to include all students and develop personal relationships with them. Teachers expressed their willingness to step in and help one another and the students expressed that they were to receive extra help before and after school, at the Achievement Center, and that teachers expressed the desire to help them.

Recommendations at NMS & NJHS

As you continue implementing an MTSS, remain committed to ensuring a common understanding of that process with all staff members and how all parts of your system fit

within the MTSS (Instructional Framework, PBIS, PLCs, eduCLIMBER, etc.). NeMTSS defines MTSS as an “educational framework for continuous improvement, problem-solving and decision-making. It offers a meaningful and effective way to organize instruction and intervention to help improve outcomes for all students...”. By maintaining your implementation focus at the Tier I level (academic and behavioral), you will strengthen the foundation for all students and staff within your buildings and create even greater consistency with common language and expectations (PLCs and PBIS) across the building. Connecting all professional development and PLC work back to your Instructional Model and using eduCLIMBER to track your current classroom level and district level data will assist in creating a cohesive system.

Norfolk High School

Upon visiting Norfolk Senior High School, we observed hallways, classrooms, and common spaces which were clean, bright and in great physical shape. We experienced a secure entry process at the building and front office staff were welcoming and great ambassadors for their buildings.

Opportunities at NHS

Visiting Norfolk High School, one of the first things we noticed during the tour, interviews, and classroom visits was the plethora of opportunities afforded to all students. An inclusive mindset was apparent in visiting with staff, which also shows as all students are able to take advantage of the opportunities available in the school. The opportunities which exist for students are the availability of 13 different career academies. During the 8th grade year, students are set up for success through the development of a four-year plan of study. Students would then apply to enter a career academy. The application process includes a written request along with an interview.

Dual enrollment and Advanced Placement opportunities are another key aspect for students, teachers, parents, and administrators. Norfolk High School offers 27 dual credit options and 7 advanced placement courses. These provide students with challenges and help them prepare for the post-secondary experiences.

Additionally, a child at Norfolk High School can find a place to develop their passion and skills. NHS offers a wide range of opportunities for students in the athletic and academic realms. Parents and students both talked about how their children benefit from the clubs, sports teams, and organizations. These offerings are what attracted students and families from the private education community to the public schools. Furthermore, students discussed how the administration and staff were open to listen to their needs and desires. The administration and staff listened when students presented ideas about other clubs needing to be evaluated and added to the offerings. The opportunities at

Norfolk High School are created with the students in mind.

Opportunities also exist to provide extra support to help all students be successful in the classroom. Freshmen students receive help during Panther Lunch while sophomores receive support during the Foundations of Finance. The ninth period serves as an extended learning opportunity for students to seek help from students in different courses. Students sign up for teachers they want to see or teachers request students to come and see them. The re-assessment opportunities afforded to students allow them to focus on relearning the concepts and targets.

If students need additional support, students also have access to the math labs, the achievement center, and the alternative school. All three components offered students opportunities to catch up and get back on track. The alternative school was a successful program that pushed students to improve.

As Norfolk High School continues to offer all of the opportunities, it is necessary to develop fidelity checks to determine if what we are doing is working. During the upcoming year, determine the core success indicators for each opportunity and then develop a target for each indicator. For example, to monitor if the freshmen Panther Lunch is successful, develop a matrix to determine success. The matrix might include 1) Freshmen Course Completion Rates; 2) Increase on PreACT assessment; 3) Walkthrough to monitor engagement during freshmen lunch. These components will help to monitor the implementation of the opportunity and the effectiveness of the opportunity on student success.

Panther Pride (Nothing Prevents Success):

In talking with stakeholders, a strong sense of pride in the school and community was evident. Many of the staff members mentioned that they were alumni of Norfolk Public Schools. This was also apparent with the parent group, many of whom were also graduates of Norfolk High. One example of alumni returning to serve the school and community was in the Alternative Learning Center, where a classified staff member serving in the ALC was a student who benefited from the program in her journey towards graduation.

The Alternative Learning Center is a program that the staff are extremely passionate about and proud of. This was clear in conversations with administrators and the staff members serving in the center. The alternative program serves as an approach to meet students' needs as they could not find success in the regular high school setting. While meeting the academic needs of students in a smaller environment, effort is also made in building a community and improving social-emotional skills. The program has been very

successful, currently graduating 95% of students in the program.

These examples are consistent with the staff's overall sense of pride in the school. All staff members referenced the investment of staff in students and their care about the students' well-being and success. Staff referenced the Achievement Center, where all students can access additional support in different subject areas, the over 30 co-taught classes provided, and the additional supports such as Extended Learning Opportunities and Panther Lunch as examples of all staff working together to "get the job done".

Lastly, students exhibited pride in their school. Overall, they felt physically and emotionally safe and appreciated the wide range of opportunities provided at the school. They believed the size of the school provided the multitude of opportunities, while still providing a small community feel. Through this community the students felt that not many students go unnoticed and that students can always find a group to fit in with.

District Overall Commendations / Recommendations

Norfolk Public Schools Commendations

Panther Pride is evident throughout the Community. Every building from Little Panthers all the way through Norfolk Senior High School and the Administrative Building proudly displays the great activities, programs, and opportunities available for all students at Norfolk Public Schools. Administrators, teachers, staff, students, parents, and board members all discussed their pride in Norfolk Public Schools. The feeling of family was shared over and over demonstrating the positive culture of the district.

Opportunities for ALL Students PK-12 with an Individual Focus. Norfolk Public Schools is a large district with a small, personal feel. Each and every student has opportunities customized to meet their needs and match their interests. Every stakeholder group referenced these opportunities for all students as a reason for Norfolk's continued success.

The **Professional Learning Community** process is collaboratively led by teachers who hold themselves and each other to high expectations. The PLC process established is instrumental in the success of all initiatives and endeavors of the district including the establishment of the target-based instruction and grading, the instructional model and moving to an MTSS. Instructional Coaches are also to be commended for the work (curriculum, instructional support, new teacher support, etc.) they are doing at the

grade, department and individual classroom level.

Norfolk Public Schools should be very proud and celebrate that they have been able to continue their work in being visionary throughout the Pandemic of 2020- present. NPS has established **progressive and ambitious goals** and have been able to continue to move forward for their students and community.

The **Strategic Planning** process at Norfolk Public Schools is very effective. The district is to be commended for achieving the priorities set forth by the plan from 2018 supporting students and staff leading to improved student outcomes.

Recommendations for Next Steps

1) Build the Norfolk Public Schools Multi-Tiered System of Support for academics and behavior PK-12 to align all district initiatives and support plans.

Through the evaluations of interviews, observations, presentations, it was evident that Norfolk Public Schools need to continue to revisit and develop their academic and behavioral processes to create systematic approaches for success.

Currently, practices, interventions, and supports are implemented inconsistently among buildings and classrooms. The processes are started but not fully implemented with constant monitoring and adjusting when data reflects the need. Clear expectations were not defined among the buildings and classrooms. At the high school level, students noted classrooms were different.

As a Multi-tiered System of Support is established, a leadership team (district and building) can monitor the practices, interventions, and supports at each tier. This team collects and analyzes implementation and outcome data and develops action plans accordingly. An important charge of this team will be to develop a system for monitoring the impact of each intervention and the fidelity of the supports and interventions provided to students. In order to ensure each intervention is used effectively and result in desired outcomes, the team must determine if the supports are being implemented as intended.

Schools often struggle with getting started with the process of assessing fidelity of interventions. Some commercial interventions may already have a fidelity measure in place (for examples, see the NeMTSS program comparison tool), however, if not, school teams can begin by identifying the core components of the intervention that should be implemented. Data can then be collected on whether those components are

apparent, and the results can drive professional development. Another example of measuring fidelity at NPS could be with the district instructional model. Classroom walkthrough tools could be adapted to measure each component of the instructional model, and data could determine what areas of Tier 1 instruction do staff need additional support in implementing.

Continue to develop the Positive Behavior Intervention and Supports (PBIS) action planning. School-wide expectations have been developed for different levels, including both the Middle School and the Junior High. The next logical step will be creating classroom expectations for each classroom that are taught, reviewed and reinforced using the 4R language. This will be the foundation for all Tier 2 behavioral interventions. Likewise clarity around Major (Office Managed) and Minor (Classroom Managed) referral systems will need to be developed. This will determine school-wide (Tier 1) lesson planning and support and will be a component for identifying students for interventions, and selecting interventions based on the function of the students behavior. Prior to developing Tier 2 systems ensure Tier 1 fidelity by using the Tiered Fidelity Inventory (TFI) Tier 1 section including the TFI Walkthrough tool. NePBIS coaches, or NeMTSS support can help with a Tier 2 readiness checklist and other resources as needed. Onboarding for new staff should include 1) Clarifying expectations/Teaching expectations, 2) Encouraging expected behavior, 3) Discouraging Inappropriate/unexpected behavior and 4) Requesting assistance. Tier 1 classroom fidelity checks/data collection can help further identify Professional Learning opportunities.

As multi-tiered systems of support for academics and behavior can be challenging to implement in high schools, the team must recognize that the process takes time. One suggestion would be to start with professional development for administrators and teachers to clear up misconceptions around multi-tiered systems of support (such as it is an “Elementary program”).

2) Continue to build data systems, expertise and capacity to support the MTSS data-based decision making teams.

Work to align Norfolk Public Schools current processes within the MTSS framework at all levels (Instructional Model, PLCs, PBIS, and eduCLIMBER). There is potential for creating a team of data leaders at the building level (shared leadership), to strengthen the use of data and create consistency throughout the district. As a part of this effort in aligning NPS processes, continue to build and refine the PLC process for teachers and staff maximizing the PLC time leading to increased efficiency.

F. Thank you:

Thank you again to Norfolk Public Schools for the thorough preparation of materials prior to the visit, the excellent presentations about the work, and the hospitality during the external team visit. Special thanks to the external visitation team members for sharing their time and expertise with their Norfolk colleagues as we all work together for the betterment of all of our students throughout the state of Nebraska.



May 9, 2022

Award for Excellence Summary

**Maria Moje
Guidance Counselor**

Nomination Comments:

- Maria is so open to taking in any and every student. She does such an amazing job of working with all students to make sure they are performing their best, but also making sure they are 100% comfortable in the classroom. She is wonderful at making sure all students are cared for in their personal needs.
- Maria is very organized and does a great job multitasking her duties as well as meeting with kids who need extra support. Maria is always willing to help wherever she is needed and has been a great asset to our JH family.
- Maria has been a great addition to the office and the students at NJHS. Whenever a student needs help she finds time in her busy schedule to listen, provide guidance, and get them back on track to continue their day. When she is asked to help one of us make a phone call or de-escalate it happens quickly and we don't have to worry about the effectiveness. She has made my first year in the office much easier!
- Maria has been a tremendous addition to the Jr. High. Her positive and vibrant attitude helps her connect with students, staff, and parents. Kids really enjoy talking with Maria each day because of how well she relates to them. Maria is always willing to help and do whatever is needed to help our building run and operate smoothly and efficiently. She always has a smile on her face and tries to find the good in everyone. Although she wears many hats and takes on a lot of responsibilities throughout the school day, Maria always takes time to help kids overcome their challenges. It is people like Maria that make the Jr. High a wonderful place!

*Thank you Mrs. Moje for your commitment to our students and our district!
Mrs. Moje was nominated by a variety of staff at Norfolk Junior High School.*

NORFOLK PUBLIC SCHOOLS
INTERIM COMBINED STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS
ALL FUNDS
For Month Ending April 30, 2022

Fund/Account	2021-2022 Beginning Balance	Monthly Receipts	Monthly Disbursements	Ending Balance	
QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND (2)	\$2,598,600.72	\$57,946.20	\$101,551.00	\$2,554,995.92	
SPECIAL BUILDING FUND (3)	\$7,179,256.91	\$100,663.75	\$0.00	\$7,279,920.66	
DEPRECIATION RESERVE FUND (3)	\$8,067,186.33	\$1,228.19	\$0.00	\$8,068,414.52	
ACTIVITIES ACCOUNT (2)	\$696,737.81	\$93,407.29	\$90,646.45	\$699,498.65	
SUBSIDIARY ACCOUNT (2)	\$342,196.33	\$39,899.21	\$55,515.37	\$326,580.17	
GENERAL FUND (1)	\$12,509,104.60	\$3,346,161.70	4,301,906.73	\$11,553,359.57	
PAYROLL ACCOUNT (2)	\$4,711.50	\$3,683,379.47	\$3,683,509.29	\$4,581.68	
SCHOOL LUNCH FUND (2)	\$1,424,864.40	\$456,482.70	\$338,356.82	\$1,542,990.28	
BOND FUND (3)	\$1,076,955.59	\$3,459.32	\$0.00	\$1,080,414.91	
COOPERATIVE FUND (2)	\$287,254.97	\$12,713.67	\$19,188.93	\$280,779.71	
EMPLOYEE BENEFIT FUND (2)	\$3,765.17	\$0.15	\$0.00	\$3,765.32	
ATHLETIC FIELD COOPERATIVE FUND (2)	\$426,651.89	\$8.78	\$0.00	\$426,660.67	
CONVENIENCE FEE FUND (2)	\$10,756.25	\$258.05	\$0.00	\$11,014.30	
STUDENT FEE FUND (2)	\$436,932.56	\$9,134.99	\$1,105.01	\$444,962.54	
TOTAL ALL FUNDS	\$35,064,975.03	\$7,804,743.47	\$8,591,779.60	\$34,277,938.90	
BALANCES CLASSIFIED BY DEPOSITORY					
(1) BANK FIRST				\$11,553,359.57	
(2) ELKHORN VALLEY BANK				\$6,295,829.24	
(3) MIDWEST BANK				\$16,428,750.09	
TOTAL BALANCES				\$34,277,938.90	

APRIL 2022 SENIOR HIGH ACTIVITY FUND EXPENDITURES

1	ALBIN, MARK	4/14 OFFICIAL	13 2900 610 2 540 001	\$120.00
2		4/25 OFFICIAL	13 2900 610 2 533 001	\$140.00
3		4/5 OFFICIAL	13 2900 610 2 540 001	\$120.00
4	ALBIN, MARK Total			\$380.00
5	ALDRICH, HEATH	4/18 OFFICIAL	13 2900 610 2 533 001	\$140.00
6	ALDRICH, HEATH Total			\$140.00
7	ALUMINUM ATHLETIC	HURDLE BOARD-MUELLER REIMB	13 2900 610 2 529 001	\$285.00
8	ALUMINUM ATHLETIC Total			\$285.00
9	ALVES, FERNANDO	4/21 OFFICIAL	13 2900 610 2 540 001	\$60.00
10	ALVES, FERNANDO Total			\$60.00
11	ASPI SOLUTIONS INC	TRACK SERVICES	13 2900 610 2 535 001	\$30.00
12			13 2900 610 2 542 001	\$30.00
13	ASPI SOLUTIONS INC Total			\$60.00
14	AVANT ASSESSMENT LLC	LANG. PROF. TEST FOR FRENCH	13 2900 610 2 280 001	\$398.00
15	AVANT ASSESSMENT LLC Total			\$398.00
16	BELLAR, JEFF	4/21 OFFICIAL	13 2900 610 2 535 001	\$112.50
17			13 2900 610 2 542 001	\$112.50
18		4/28 OFFICIAL	13 2900 610 2 554 001	\$0.00
19	BELLAR, JEFF Total			\$225.00
20	CARD SERVICES	BLAZEPOD-FISHER GRANT OVERAGE	13 2900 610 2 503 001	\$162.15
21		BLAZEPOD-TRAINER PRO KIT	13 2900 610 2 274 001	\$500.00
22		CANVAS DISCOUNTS-STATE	13 2900 610 2 562 001	\$220.00
23		CROWN AWARDS-AWARDS	13 2900 610 2 517 001	\$157.55
24		DOMINO'S-B.SOCCER TEAM MEAL	13 2900 610 2 529 001	\$251.64
25		DUBIA ROACHES-ROACHES	13 2900 610 2 563 001	\$43.95
26		EVERBRITE-SYMPOSIUM	13 2900 610 2 266 001	\$75.00
27		GO FAN-STATE TICKETS	13 2900 610 2 513 001	\$56.40
28		GOLF TEAM PROD-COACH APPAREL	13 2900 610 2 552 001	\$84.00
29		GOLF TEAM PROD-STOCKING	13 2900 610 2 552 001	\$450.00
30		GOLF TEAM PRODUCTS-PULLOVERS	13 2900 610 2 552 001	\$714.00
31		HOBBY LOBBY-PROM SUPPLIES	13 2900 610 2 582 001	\$62.84
32		HYVEE-BANQUET SUPPLIES	13 2900 610 2 517 001	\$59.89
33		HYVEE-EDUCATION QUEST REP	13 2900 610 2 266 001	\$28.26

34		HYVEE-FAMILY ENGAGEMENT	13 2900 610 2 266 001	\$124.74
35		JIMMY JOHNS-ANIMAL FARM MEAL	13 2900 610 2 276 001	\$180.18
36		KINGS-TEAM BUILDING	13 2900 610 2 276 001	\$150.00
37		MENARDS-ANIMAL FARM DAY DRINKS	13 2900 610 2 276 001	\$19.88
38		MENARDS-HIGH JUMP COVER STRAPS	13 2900 610 2 554 001	\$31.98
39		MIDLAND UNIVERSITY-MEAL FOR	13 2900 610 2 266 001	\$226.72
40		PAPA JOHNS-TEAM MEAL	13 2900 610 2 514 001	\$312.20
41		PAPA JOHN'S-TEAM MEAL	13 2900 610 2 549 001	\$219.50
42		PIZZA RANCH-B.GOLF TEAM MEAL	13 2900 610 2 529 001	\$168.00
43		RYZER-HUSKER CAMP REGISTRATION	13 2900 610 2 528 001	\$260.00
44		STATE DEBATE MEALS	13 2900 610 2 553 001	\$220.78
45		SUBWAY-TEAM MEAL	13 2900 610 2 514 001	\$179.96
46			13 2900 610 2 549 001	\$179.95
47		UPS-STARTING BLOCKS REPAIR	13 2900 610 2 554 001	\$27.23
48		WALMART-CAMP SUPPLIES	13 2900 610 2 517 001	\$232.32
49		WALMART-FOOD COMMITTEE	13 2900 610 2 588 001	\$245.58
50		WALMART-TEAM MEAL	13 2900 610 2 549 001	\$119.94
51	CARD SERVICES Total			\$5,764.64
52	CASH	4/11 B.SOCCER/BASEBALL GATE	13 2900 610 2 501 001	\$800.00
53		4/11 BASEBALL-TAHA	13 2900 610 2 501 001	\$400.00
54		4/12 JH TRACK CONCESSION	13 2900 610 2 501 001	\$300.00
55		4/14 G. SOCCER GATE	13 2900 610 2 501 001	\$600.00
56		4/15 BASEBALL GATE	13 2900 610 2 501 001	\$600.00
57		4/18 B.SOCCER & BASEBALL GATE	13 2900 610 2 501 001	\$800.00
58		4/18 BASEBALL-TAHA GATE	13 2900 610 2 501 001	\$400.00
59		4/21 G. SOCCER/RESERVE	13 2900 610 2 501 001	\$600.00
60		4/22 DISTRICT MUSIC CONCESSION	13 2900 610 2 501 001	\$500.00
61		4/23 BASEBALL GATE-MEMORIAL	13 2900 610 2 501 001	\$600.00
62		4/23 BASEBALL GATE-TAHA	13 2900 610 2 501 001	\$400.00
63		4/23/22 CLS TRACK CONCESSION	13 2900 610 2 501 001	\$300.00
64		4/24 POWDERPUFF GATE	13 2900 610 2 501 001	\$400.00
65		4/25 B SOCCER GATE	13 2900 610 2 501 001	\$600.00
66		4/26 BASEBALL GATE	13 2900 610 2 501 001	\$600.00
67		4/28 NTFC CONCESSION	13 2900 610 2 501 001	\$500.00

68		4/28 NTFC GATES	13 2900 610 2 501 001	\$2,400.00
69		4/28NTFC T-SHIRTS	13 2900 610 2 501 001	\$600.00
70		4/29 BASEBALL GATE	13 2900 610 2 501 001	\$600.00
71		5/3 HAC TRACK CONCESSION	13 2900 610 2 501 001	\$500.00
72		5/3 HAC TRACK GATES	13 2900 610 2 501 001	\$2,400.00
73	CASH Total			\$14,900.00
74	CASH-WA DISTRIBUTING	SUPPLIES	13 2900 610 2 502 001	\$617.05
75	CASH-WA DISTRIBUTING Total			\$617.05
76	CEDER, ERIC	4/18 OFFICIAL	13 2900 610 2 530 001	\$160.00
77		4/23 OFFICIAL	13 2900 610 2 530 001	\$180.00
78	CEDER, ERIC Total			\$340.00
79	CHARTWELLS DINING SERVICES	WAYNE STATE-MEAL FOR VISIT	13 2900 610 2 266 001	\$552.00
80	CHARTWELLS DINING SERVICES Total			\$552.00
81	CHESTERMAN COMPANY	SUPPLIES	13 2900 610 2 502 001	\$1,299.50
82	CHESTERMAN COMPANY Total			\$1,299.50
83	CHRIST LUTHERAN SCHOOL	4/23 TRACK CONCESSION	13 2900 610 2 502 001	\$185.15
84	CHRIST LUTHERAN SCHOOL Total			\$185.15
85	COLUMBUS HIGH SCHOOL	4/14 ENTRY FEE	13 2900 610 2 535 001	\$50.00
86			13 2900 610 2 542 001	\$50.00
87		4/21 ENTRY FEE	13 2900 610 2 533 001	\$150.00
88		4/30 ENTRY FEE	13 2900 610 2 541 001	\$60.00
89	COLUMBUS HIGH SCHOOL Total			\$310.00
90	COLUMBUS LAKEVIEW HIGH	4/28 ENTRY FEE	13 2900 610 2 532 001	\$100.00
91	COLUMBUS LAKEVIEW HIGH Total			\$100.00
92	CREIGHTON PREPARATORY	4/18 ENTRY FEE	13 2900 610 2 532 001	\$150.00
93	CREIGHTON PREPARATORY Total			\$150.00
94	CUSTOM SPORTS	T-SHIRTS	13 2900 610 2 556 001	\$340.00
95	CUSTOM SPORTS Total			\$340.00
96	EIKMEIER, GARRETT	4/23 OFFICIAL	13 2900 610 2 530 001	\$180.00
97	EIKMEIER, GARRETT Total			\$180.00
98	ELECTRONIC CONTRACTING CO	CABLE	13 2900 610 2 597 001	\$82.00
99	ELECTRONIC CONTRACTING CO Total			\$82.00
100	ELKHORN VALLEY BANK	POST PROM STUPLIES/INCENTIVES	13 2900 610 2 588 001	\$13,605.00
101	ELKHORN VALLEY BANK Total			\$13,605.00

102	ERWIN, JOHN	HYVEE-HOT CHOCOLATE	13 2900 610 2 502 001	\$15.92
103	ERWIN, JOHN Total			\$15.92
104	FLEER, MICHAEL	4/18 OFFICIAL	13 2900 610 2 530 001	\$130.00
105		4/29 OFFICIAL	13 2900 610 2 530 001	\$80.00
106	FLEER, MICHAEL Total			\$210.00
107	FREMONT SENIOR HIGH SCHOOL	4/15 ENTRY FEE	13 2900 610 2 535 001	\$125.00
108			13 2900 610 2 542 001	\$125.00
109		4/23 ENTRY FEE	13 2900 610 2 541 001	\$100.00
110		4/29 ENTRY FEE	13 2900 610 2 535 001	\$60.00
111			13 2900 610 2 542 001	\$60.00
112	FREMONT SENIOR HIGH SCHOOL Total			\$470.00
113	FUN TIME INC.	PROM DJ	13 2900 610 2 582 001	\$545.00
114	FUN TIME INC. Total			\$545.00
115	GODFATHERS PIZZA NORFOLK	FAMILY ENGAGEMENT SUPPLIES	13 2900 610 2 266 001	\$440.00
116		SUPPLIES	13 2900 610 2 502 001	\$72.00
117	GODFATHERS PIZZA NORFOLK Total			\$512.00
118	GRAND ISLAND HIGH SCHOOL	4/25 ENTRY FEE	13 2900 610 2 541 001	\$100.00
119	GRAND ISLAND HIGH SCHOOL Total			\$100.00
120	HASTY AWARDS	NECK RIBBONS	13 2900 610 2 554 001	\$278.29
121	HASTY AWARDS Total			\$278.29
122	HAUFF MID AMERICA SPORTS	PRACTICE JERSEYS	13 2900 610 2 538 001	\$220.70
123		PRACTICE JERSEYS-BOOSTERS	13 2900 610 2 502 001	\$520.00
124	HAUFF MID AMERICA SPORTS Total			\$740.70
125	HEADLEY, MATTHEW	4/11 OFFICIAL	13 2900 610 2 533 001	\$120.00
126		4/14 OFFICIAL	13 2900 610 2 540 001	\$140.00
127		4/25 OFFICIAL	13 2900 610 2 533 001	\$140.00
128	HEADLEY, MATTHEW Total			\$400.00
129	HEIER, TOD	4/11 OFFICIAL	13 2900 610 2 530 001	\$160.00
130		4/23 OFFICIAL	13 2900 610 2 530 001	\$180.00
131	HEIER, TOD Total			\$340.00
132	HOFFMANN, ALISSA	MILEAGE REIMB	13 2900 610 2 266 001	\$147.42
133	HOFFMANN, ALISSA Total			\$147.42
134	IN THE SPOTLIGHT COSUME	MUSICAL COSTUMES	13 2900 610 2 523 001	\$739.80
135	IN THE SPOTLIGHT COSUME Total			\$739.80

136	JAMES, NYKOABA	4/18 OFFICIAL	13 2900 610 2 533 001	\$140.00
137	JAMES, NYKOABA Total			\$140.00
138	JOSTENS	SILVER CORDS	13 2900 610 2 620 001	\$101.58
139	JOSTENS Total			\$101.58
140	JUMA, ABDUL	4/18 OFFICIAL	13 2900 610 2 533 001	\$120.00
141	JUMA, ABDUL Total			\$120.00
142	KEARNEY HIGH SCHOOL	5/9 ENTRY FEE	13 2900 610 2 541 001	\$35.00
143	KEARNEY HIGH SCHOOL Total			\$35.00
144	KING'S LANES	TEAM BUILDING	13 2900 610 2 624 001	\$22.00
145	KING'S LANES Total			\$22.00
146	KIRBY, BRANDON	4/18 OFFICIAL	13 2900 610 2 530 001	\$160.00
147		4/26 OFFICIAL	13 2900 610 2 530 001	\$145.00
148		4/29 OFFICIAL	13 2900 610 2 530 001	\$80.00
149	KIRBY, BRANDON Total			\$385.00
150	KREATIVE FORCE CHOREO, LLC	POM CHOREOGRAPHY	13 2900 610 2 556 001	\$3,778.02
151	KREATIVE FORCE CHOREO, LLC Total			\$3,778.02
152	LINCOLN EAST HIGH SCHOOL	5/2 ENTRY FEE	13 2900 610 2 532 001	\$80.00
153	LINCOLN EAST HIGH SCHOOL Total			\$80.00
154	LINCOLN NORTH STAR HIGH	4/18 ENTRY FEE	13 2900 610 2 541 001	\$80.00
155	LINCOLN NORTH STAR HIGH Total			\$80.00
156	LINCOLN SOUTHEAST HIGH	4/28 ENTRY FEE	13 2900 610 2 532 001	\$120.00
157	LINCOLN SOUTHEAST HIGH Total			\$120.00
158	LINCOLN SOUTHWEST HIGH	4/19 ENTRY FEE	13 2900 610 2 532 001	\$100.00
159		5/3 ENTRY FEE	13 2900 610 2 532 001	\$125.00
160	LINCOLN SOUTHWEST HIGH Total			\$225.00
161	LITANIA SPORTS GROUP	G-SERIES DISCUS G85	13 2900 610 2 554 001	\$346.00
162	LITANIA SPORTS GROUP Total			\$346.00
163	LUTHERAN HIGH NORTHEAST	4/21 ENTRY FEE	13 2900 610 2 532 001	\$90.00
164	LUTHERAN HIGH NORTHEAST Total			\$90.00
165	LYNX SYSTEM DEVELOPERS INC	TIMING SYSTEM	13 2900 610 2 554 001	\$495.00
166	LYNX SYSTEM DEVELOPERS INC Total			\$495.00
167	MAKE A WISH NEBRASKA	POWDERPUFF DONATION	13 2900 610 2 568 001	\$300.00
168	MAKE A WISH NEBRASKA Total			\$300.00
169	MARATHON PRESS INC	TICKETS	13 2900 610 2 588 001	\$158.00

170	MARATHON PRESS INC Total			\$158.00
171	MARSDEN, KJELL	4/25 OFFICIAL	13 2900 610 2 533 001	\$120.00
172	MARSDEN, KJELL Total			\$120.00
173	MIDTOWN EVENT CENTER	PROM VENUE RENTAL	13 2900 610 2 582 001	\$3,030.00
174	MIDTOWN EVENT CENTER Total			\$3,030.00
175	MILLARD WEST HIGH SCHOOL	4/25 ENTRY FEE	13 2900 610 2 541 001	\$125.00
176	MILLARD WEST HIGH SCHOOL Total			\$125.00
177	NATIONAL FFA ORGANIZATION	REINKE JACKET	13 2900 610 2 276 001	\$60.00
178	NATIONAL FFA ORGANIZATION Total			\$60.00
179	NORFOLK FAMILY YMCA	POST PROM RENTAL	13 2900 610 2 588 001	\$7,000.00
180		SUMMER LEAGUE REGISTRATION	13 2900 610 2 513 001	\$450.00
181	NORFOLK FAMILY YMCA Total			\$7,450.00
182	NORFOLK LIONS CLUB	PARADE ENTRY FEE	13 2900 610 2 276 001	\$20.00
183	NORFOLK LIONS CLUB Total			\$20.00
184	NOVA FITNESS EQUIPMENT	WEIGHT ROOM DUMBELLS-BOOSTERS	13 2900 610 2 529 001	\$4,480.84
185	NOVA FITNESS EQUIPMENT Total			\$4,480.84
186	NPS GENERAL FUND	ACTIVITY WORKERS	13 2900 610 2 523 001	\$158.60
187			13 2900 610 2 530 001	\$143.22
188			13 2900 610 2 535 001	\$75.37
189			13 2900 610 2 540 001	\$99.15
190			13 2900 610 2 542 001	\$75.37
191		DISTRICT B-BALL ACTIVITY	13 2900 610 2 529 001	\$323.39
192	NPS GENERAL FUND Total			\$875.10
193	NPS STUDENT FEES ACCOUNT	FEES PAYMENT COMBINED WITH	13 2900 610 2 598 001	\$807.00
194	NPS STUDENT FEES ACCOUNT Total			\$807.00
195	NSDA NEBRASKA DISTRICT	MEMBERSHIP	13 2900 610 2 553 001	\$20.00
196	NSDA NEBRASKA DISTRICT Total			\$20.00
197	PIERCE HIGH SCHOOL	4/26 ENTRY FEE	13 2900 610 2 535 001	\$65.00
198			13 2900 610 2 542 001	\$65.00
199	PIERCE HIGH SCHOOL Total			\$130.00
200	POCKET NURSE	CLASS SUPPLIES	13 2900 610 2 269 001	\$206.12
201	POCKET NURSE Total			\$206.12
202	PROTZMAN, ROGER	4/11 OFFICIAL	13 2900 610 2 533 001	\$140.00
203		4/5 OFFICIAL	13 2900 610 2 540 001	\$140.00

204	PROTZMAN, ROGER Total			\$280.00
205	RAMADA INN	LODGING	13 2900 610 2 569 001	\$389.85
206	RAMADA INN Total			\$389.85
207	READY SET SMILE PHOTO	PHOTO BOOTH	13 2900 610 2 582 001	\$525.00
208	READY SET SMILE PHOTO Total			\$525.00
209	RED ROOF INN	STATE LODGING	13 2900 610 2 546 001	\$2,165.68
210	RED ROOF INN Total			\$2,165.68
211	REESTMAN, KORY	4/14 OFFICIAL	13 2900 610 2 540 001	\$140.00
212		4/5 OFFICIAL	13 2900 610 2 540 001	\$140.00
213	REESTMAN, KORY Total			\$280.00
214	REGENCY PORTRAITS	A.MILLER PHOTO	13 2900 610 2 529 001	\$56.00
215	REGENCY PORTRAITS Total			\$56.00
216	REICK, COREY	4/21 OFFICIAL	13 2900 610 2 540 001	\$80.00
217	REICK, COREY Total			\$80.00
218	RIECK, ROSS	4/21 OFFICIAL	13 2900 610 2 540 001	\$60.00
219	RIECK, ROSS Total			\$60.00
220	RYDIN DECAL	22/23 PARKING TAGS	13 2900 610 2 506 001	\$675.00
221	RYDIN DECAL Total			\$675.00
222	SCOTT RESIDENCE HALL	UNO VISIT MEAL	13 2900 610 2 266 001	\$470.00
223	SCOTT RESIDENCE HALL Total			\$470.00
224	SIMONSEN, STEVE	4/18 OFFICIAL	13 2900 610 2 530 001	\$130.00
225		4/21 OFFICIAL	13 2900 610 2 530 001	\$130.00
226		4/23 OFFICIAL	13 2900 610 2 530 001	\$195.00
227	SIMONSEN, STEVE Total			\$455.00
228	STADIUM SPORTS	ADIDAS JACKETS	13 2900 610 2 551 001	\$270.00
229		TEAM APPAREL	13 2900 610 2 550 001	\$1,380.00
230	STADIUM SPORTS Total			\$1,650.00
231	STANTON HIGH SCHOOL	5/6 ENTRY FEE	13 2900 610 2 532 001	\$125.00
232	STANTON HIGH SCHOOL Total			\$125.00
233	STUDIO 121 PHOTOGRAPHY	SESSION & POSTERS	13 2900 610 2 553 001	\$395.18
234	STUDIO 121 PHOTOGRAPHY Total			\$395.18
235	SYNCB/AMAZON	AWARDS	13 2900 610 2 553 001	\$42.96
236		COMPLETION CEREMONY SUPPLIES	13 2900 610 2 503 001	\$100.66
237		INCENTIVES & SUPPLIES	13 2900 610 2 588 001	\$632.90

238		PRESENTATION REMOT	13 2900 610 2 503 001	\$16.99
239		PROM SUPPLIES	13 2900 610 2 582 001	\$898.81
240		TABLE CLOTHES	13 2900 610 2 619 001	\$103.92
241		TIARAS	13 2900 610 2 582 000	\$99.90
242	SYNCB/AMAZON Total			\$1,896.14
243	TEAMBUILDR	SUBSCRIPTION RENEWAL-WT ROOM	13 2900 610 2 503 001	\$600.00
244			13 2900 610 2 509 001	\$600.00
245	TEAMBUILDR Total			\$1,200.00
246	TEECO INC	WATER COOLER	13 2900 610 2 500 001	\$134.75
247	TEECO INC Total			\$134.75
248	TEST, MIKE	4/21 OFFICIAL	13 2900 610 2 530 001	\$130.00
249	TEST, MIKE Total			\$130.00
250	TEST, TROY	4/11 OFFICIAL	13 2900 610 2 530 001	\$160.00
251		4/23 OFFICIAL	13 2900 610 2 530 001	\$195.00
252	TEST, TROY Total			\$355.00
253	UNIVERSAL DANCE	DANCE CAMP	13 2900 610 2 556 001	\$8,405.00
254	UNIVERSAL DANCE Total			\$8,405.00
255	VISA	HYVEE-BANQUET SUPPLIES	13 2900 610 2 562 001	\$210.00
256	VISA Total			\$210.00
257	WESTCOTT, WILLIAM	4/11 OFFICIAL	13 2900 610 2 533 001	\$140.00
258	WESTCOTT, WILLIAM Total			\$140.00
259	WINNERS CIRCLE	INVITE AWARDS	13 2900 610 2 535 001	\$604.40
260			13 2900 610 2 542 001	\$604.40
261	WINNERS CIRCLE Total			\$1,208.80
262	WISNER LIONS CLUB	4/9 ENTRY FEE	13 2900 610 2 535 001	\$137.50
263			13 2900 610 2 542 001	\$137.50
264	WISNER LIONS CLUB Total			\$275.00
265	YORK HIGH SCHOOL	4/14 ENTRY FEE	13 2900 610 2 532 001	\$125.00
266	YORK HIGH SCHOOL Total			\$125.00
267	Grand Total			\$89,958.53

APRIL 2022 JUNIOR HIGH ACTIVITY FUND EXPENDITURES

1	CALKIN, JOSHUA	FESTIVAL JUDGING FEES	14 2900 610 2 838 002	\$150.00
2	CALKIN, JOSHUA Total			\$150.00
3	CARD SERVICES	ENGLISH BKS LUTJENS #24	14 2900 610 2 838 002	\$374.30
4		PHILANTHROPY PROJECT BOCHE #24	14 2900 610 2 838 002	\$796.05
5	CARD SERVICES Total			\$1,170.35
6	CREIGHTON PREPARATORY	SPEECH MEET ENTRIES	14 2900 610 2 834 002	\$376.00
7	CREIGHTON PREPARATORY Total			\$376.00
8	HAUFF SPORTS	HIP NUMBERS	14 2900 610 2 857 002	\$433.43
9	HAUFF SPORTS Total			\$433.43
10	IRLMEIER, JORDYN	FESTIVAL JUDGING FEES	14 2900 610 2 838 002	\$150.00
11	IRLMEIER, JORDYN Total			\$150.00
12	MCLOUTH, KEVIN	FESTIVAL JUDGING FEES	14 2900 610 2 838 002	\$150.00
13	MCLOUTH, KEVIN Total			\$150.00
14	NEUHARTH, RANDY	FESTIVAL JUDGING FEES	14 2900 610 2 838 002	\$150.00
15	NEUHARTH, RANDY Total			\$150.00
16	NPS STUDENT FEES ACCOUNT	BAND INSTR RENT TO STUDENT	14 2900 610 2 840 002	\$50.00
17	NPS STUDENT FEES ACCOUNT Total			\$50.00
18	SCHUYLER MIDDLE SCHOOL	SCHUYLER TRACK MEET	14 2900 610 2 857 002	\$130.00
19	SCHUYLER MIDDLE SCHOOL Total			\$130.00
20	STADIUM SPORTS	COACHES JACKETS	14 2900 610 2 873 002	\$560.00
21	STADIUM SPORTS Total			\$560.00
22	WAYNE JUNIOR HIGH SCHOOL	JR HIGH TRACK ENTRIES	14 2900 610 2 857 002	\$100.00
23	WAYNE JUNIOR HIGH SCHOOL Total			\$100.00
24	WINNERS CIRCLE	MEDAL FOR SPEECH MEET	14 2900 610 2 834 002	\$175.50
25		TRACK RIBBONS	14 2900 610 2 857 002	\$216.00
26	WINNERS CIRCLE Total			\$391.50
27	Grand Total			\$3,811.28

APRIL 2022 SUBSIDIARY EXPENDITURES

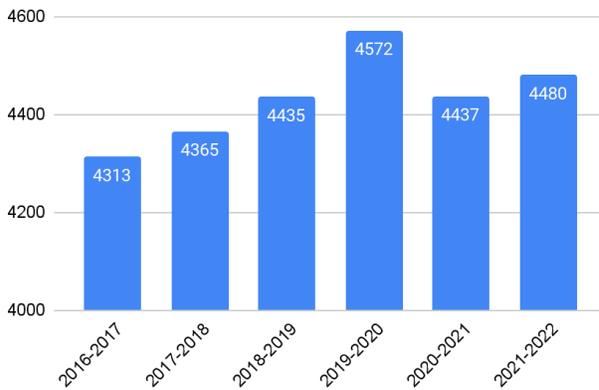
1	BARNHART, CARRIE	LIBRARY FINE REFUND F.	05 2900 610 0 051 000	\$14.99
2	BARNHART, CARRIE Total			\$14.99
3	BERLIN, MEGIN	2ND PLACE WELLNESS CHALLENGE	05 2900 610 0 060 000	\$100.00
4	BERLIN, MEGIN Total			\$100.00
5	BSN SPORTS,	BAGGO GAME BOWERS PATCH GRANT	05 2900 610 0 073 000	\$467.96
6	BSN SPORTS, Total			\$467.96
7	CARD SERVICES	5TH GR FIELD TRIP MORRILL #13	05 2900 610 0 057 000	\$387.50
8		ABCYA. COM #13	05 2900 610 0 040 000	\$69.99
9		AUNNAL SUPPORTER THERAPIST #13	05 2900 610 0 040 000	\$75.00
10		DESCALER #14	05 2900 610 0 065 000	\$29.86
11		JIMMY JOHNS #9	05 2900 610 0 063 000	\$49.43
12		LADDERBALL, BEAN BAG TOSS #6	05 2900 610 0 058 000	\$278.16
13		LINCOLN ZOO #13	05 2900 610 0 057 000	\$819.00
14		LUNCH FOR BRK DAY #2	05 2900 610 0 081 000	\$111.89
15		MORRILL HALL #13	05 2900 610 0 057 000	\$277.25
16		NAPKINS #14	05 2900 610 0 065 000	\$11.91
17		NASBO W. ROBINSON #4	05 2900 610 0 050 000	\$180.00
18		POPCORN BAGS #14	05 2900 610 0 069 000	\$34.73
19		SNACKS #6	05 2900 610 0 058 000	\$20.36
20		SNACKS COMPUTER SCIENCE TASK	05 2900 610 0 081 000	\$39.98
21		SUPPLIES #2	05 2900 610 0 081 000	\$53.86
22		TURBO SCOOTERS #9	05 2900 610 0 063 000	\$750.00
23		WELLNESS INCENTIVES #3	05 2900 610 0 060 000	\$27.91
24	CARD SERVICES Total			\$3,216.83
25	CULLIGAN OF NORFOLK	WATER	05 2900 610 0 061 000	\$68.31
26	CULLIGAN OF NORFOLK Total			\$68.31
27	FIRST CHOICE FOOD	CO LUNCH MEETING	05 2900 610 0 050 000	\$171.00
28	FIRST CHOICE FOOD Total			\$171.00
29	GOPHER	PE SUPPLIES	05 2900 610 0 042 000	\$478.74
30	GOPHER Total			\$478.74
31	KING'S LANES	SCHOOL WELLNESS DEPOSIT FOR	05 2900 610 0 060 000	\$500.00
32	KING'S LANES Total			\$500.00
33	LEDESMA, MIRTHA	REFUND OF FIELD TRIP MONEY	05 2900 610 0 058 000	\$5.00

34	LEDESMA, MIRTHA Total			\$5.00
35	LUNCHTIME SOLUTIONS, INC.	MILK FOR KIND. ROUNDUP	05 2900 610 0 069 000	\$10.50
36	LUNCHTIME SOLUTIONS, INC. Total			\$10.50
37	MADISON NATIONAL LIFE	APRIL RETIREE LIFE INSUR	05 2900 610 0 090 000	\$450.40
38	MADISON NATIONAL LIFE Total			\$450.40
39	MORRILL HALL	4TH GR FIELD TRIP	05 2900 610 0 058 000	\$651.00
40	MORRILL HALL Total			\$651.00
41	NEBRASKA CHRISTIAN SCHOOL	VEX ROBOTICS FIELD ELEMENTS	05 2900 610 0 093 000	\$289.77
42	NEBRASKA CHRISTIAN SCHOOL Total			\$289.77
43	NORFOLK SENIOR HIGH SCHOOL	COKE COMMISSION TO SH	05 2900 610 0 057 000	\$73.05
44	NORFOLK SENIOR HIGH SCHOOL Total			\$73.05
45	NPS GENERAL FUND	2ND HALF WELLNESS ACTIVIITIES	05 2900 610 0 060 000	\$235.04
46		PAYROLL A. COLER BEYOND SCHOOL	05 2900 610 0 038 000	\$870.83
47	NPS GENERAL FUND Total			\$1,105.87
48	NPS-JUNIOR HIGH SCHOOL	COKE COMMISSION TO JH	05 2900 610 0 057 000	\$22.03
49	NPS-JUNIOR HIGH SCHOOL Total			\$22.03
50	PETTY, COLLEEN	1ST PLACE ANNUAL WELLNESS	05 2900 610 0 060 000	\$200.00
51	PETTY, COLLEEN Total			\$200.00
52	READING WAREHOUSE, THE	GRANT MONEY A. JOHNSON	05 2900 610 0 040 000	\$541.48
53		GRANT MONEY K. STRAND	05 2900 610 0 040 000	\$534.24
54		GRANT MONEY M. PRIEBE	05 2900 610 0 040 000	\$590.45
55	READING WAREHOUSE, THE Total			\$1,666.17
56	STADIUM SPORTS	WELLNESS CHALLENGE SHIRTS	05 2900 610 0 060 000	\$1,031.50
57	STADIUM SPORTS Total			\$1,031.50
58	SUDBECK, DEB	3RD PLACE ANNUAL WELLNESS	05 2900 610 0 060 000	\$50.00
59	SUDBECK, DEB Total			\$50.00
60	SYNCB/AMAZON	AIR AND WATER FILTER	05 2900 610 0 095 000	\$48.99
61		AWARD FOR EXCELLENCE	05 2900 610 0 050 000	\$92.70
62		SUPPLIES	05 2900 610 0 073 000	\$8.27
63		SUPPLIES BIG RED KENO GRANT	05 2900 610 0 081 000	\$0.00
64		SUPPLIES READ ACROSS AMERICA	05 2900 610 0 073 000	\$124.60
65		TUL PENCILS	05 2900 610 0 081 000	\$29.98
66		WELLNESS SUPPLIES	05 2900 610 0 060 000	-\$12.65
67	SYNCB/AMAZON Total			\$291.89

68	TEECO INC	WATER AND RENTAL	05 2900 610 0 050 000	\$101.00
69		WATER BILL	05 2900 610 0 069 000	\$64.25
70	TEECO INC Total			\$165.25
71	VISA	BUZZSPROUT SUBSCRIPTION	05 2900 610 0 093 000	\$12.00
72	VISA Total			\$12.00
73	WAYNE STATE COLLEGE	TOUR MCCORKINDALE SCHOOL HOUSE	05 2900 610 0 073 000	\$47.00
74	WAYNE STATE COLLEGE Total			\$47.00
75	WAYNE STATE COLLEGE	1ST GR FIELD TRIP	05 2900 610 0 073 000	\$157.00
76	WAYNE STATE COLLEGE Total			\$157.00
77	WEST MUSIC COMPANY	CRASH CYMBOL STAND	05 2900 610 0 098 000	\$62.99
78		MARCHING PERCUSSION SUPPLIES	05 2900 610 0 098 000	\$4,287.26
79	WEST MUSIC COMPANY Total			\$4,350.25
80	WOODWIND AND BRASSWIND	MUSIC STANDS	05 2900 610 0 098 000	\$985.00
81	WOODWIND AND BRASSWIND Total			\$985.00
82	Grand Total			\$16,581.51

Monthly Board Report on Enrollment – May 2022

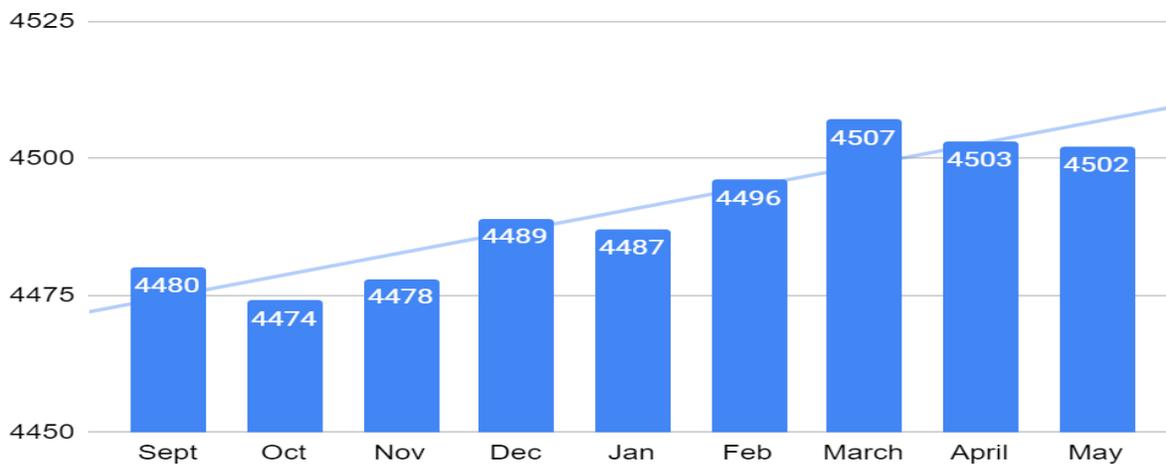
Annual Enrollment on September 1st



Annual Enrollment Summary:

Prior to the pandemic (March 2019), Norfolk Public School's enrollment was steadily increasing. However, we lost 135 (3%) students from September 1, 2019 to September 1, 2020. We regained 45 of those students from September 1, 2020 to September 1, 2021. However, at the beginning of this school year, we were still down 92 (2%) students from before the pandemic.

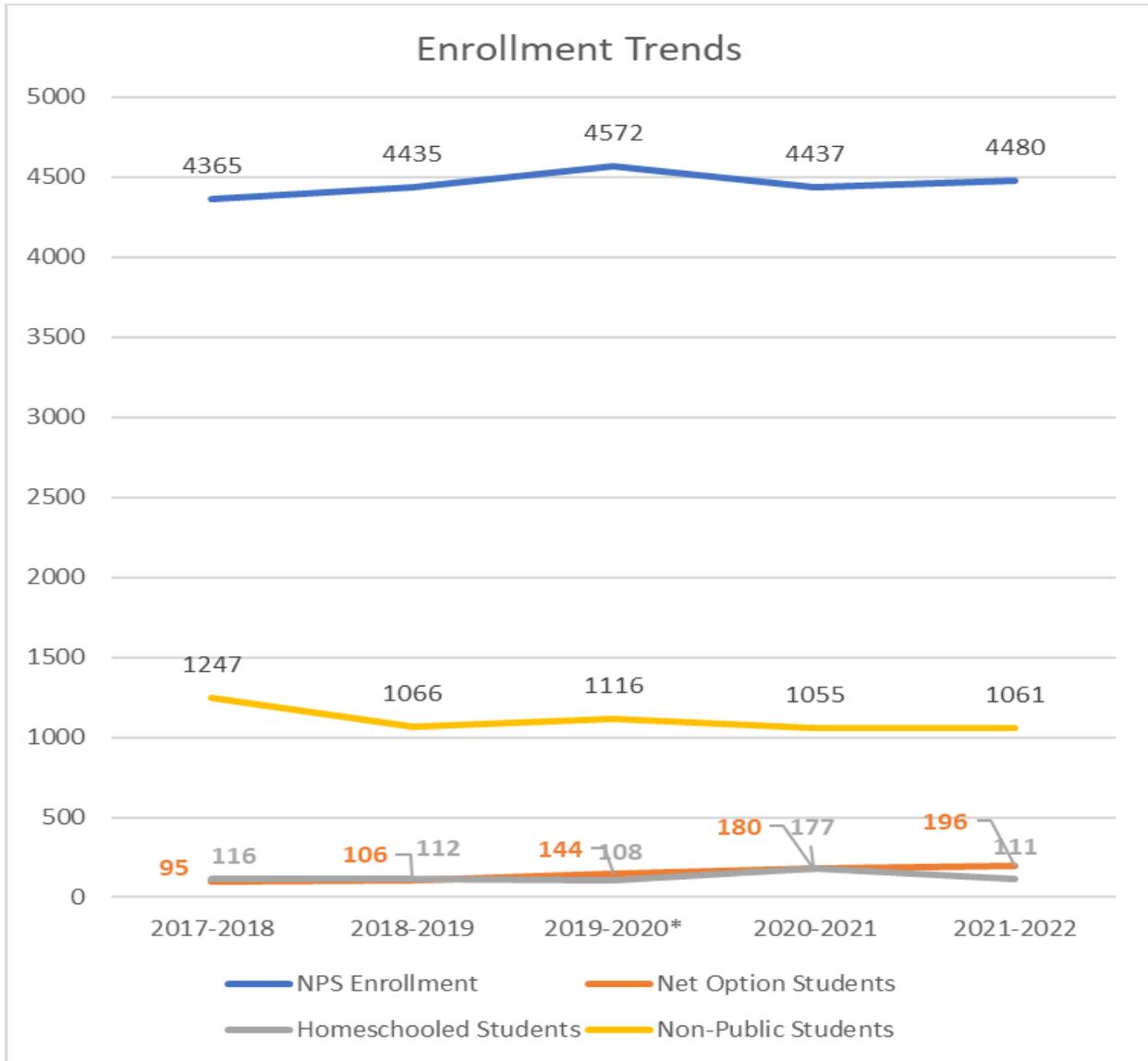
2021-2022 Monthly Enrollment (1st day of the month)



Monthly Enrollment Summary:

As noted above, Norfolk Public Schools' student enrollment was 4480 at the beginning of the school year (September 2021). This number has fluctuated throughout the year, but shows a positive trend line and an overall increase of 22 students.

We are still down 70 (1.5%) students from before the pandemic, but I am starting to feel more confident that we are seeing a positive trend in enrollment. We have regained approximately half of the students that we lost due to the pandemic.



Norfolk's Non-Public Schools show a similar trend. They lost 61 (5.5%) students at the beginning of the pandemic and have regained 6 students (10% of those lost).

Homeschooling increased by 69 students immediately following the pandemic, but is now at pre-pandemic levels.

Neither of these explain our net loss in students. It appears that the students that we lost optioned out to smaller schools in the communities surrounding Norfolk. That number increased by 36 students immediately following the pandemic and increased 16 more this year. We are in the process of surveying the parents of students who have optioned out to determine the reason. However, in the past the most common reasons for a student optioning out have been location (the school is closer to work or home) or smaller class sizes. I should also note that the communities have become more aggressive in advertising for option students.



Mary Luhr
Director of Student Programs
512 Philip Avenue, PO Box 139
Norfolk, NE 68702-0139
(402) 644-2507
maryluhr@npsne.org

Nurses Meeting 5/3/22

- **In attendance** - Blair Brink, Cori Pena, Diane Schilling, Cindy Fox, Mary Luhr, Stacie Uzzell
 - **Excused** -
-
- ❖ 2022-23 Health screening schedule has been done and sent to NECC and UNMC College of Nursing for student help.
 - ❖ The nurses will be attending the School Health Conference June 6 & 7, 2022.

The next Nurse's meeting will be September 6, 2022 in the Central Office at 7:45 am.



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Student Health Meeting

5/3/22

07:45

Welcome and Introductions

- **In attendance** - Cindy Fox, Cori Pena, Diane Schilling, Blair Brink, Traci Fahrenholz, Mark Claussen, Mary Luhr, Stacie Uzzell

 - **Excused** - Betty Froehlich, Kerri Dittrich
- I. Reading of the minutes of the previous meeting.
- II. Reports of Officers - Treasurer's report can be accessed on the next page.
- | | |
|---------------------|-------------------|
| Beginning balance - | \$ 6739.90 |
| Debits - | |
| Credits - | \$ 199.40 |
| Ending Balance - | \$ 6939.30 |
- IV. Unfinished/Old Business -
- V. New/Miscellaneous Business-
- Update from ELVPHD—still offering COVID vaccine clinics, free testing and supplies at no cost to the public.
 - ELVPHD offers a wide variety of vaccines to underinsured and uninsured, including travelers' vaccines.
 - At the JH Registration Event 40 total students were provided 102 vaccines by ELVPHD.
- VII. New Referrals -

The next Student Health Fund Council meeting will be September 6, 2022 at 7:45 a.m. in the Central Office.

Treasurer's Report

March - May 2022

Date	Description	Debit	Credit	Balance
3/1/2022	Balance forward		\$6,739.90	\$6,739.90
4/14/2022	Christ the Servant Lutheran Church		\$199.40	\$6,939.30
				\$6,939.30
				\$6,939.30
4/30/2022	Ending Balance			\$6,939.30

Board of Education Regular Meeting

Monday, April 11, 2022

5:30 PM: Study Session

6:30 PM: Business Meeting

Norfolk Public School Administration Building

P.O. Box 139

Norfolk, NE 68702-0139

Brenda Carhart: Present

Jake Claussen: Present

Tammy Day: Absent

Jenna Hatfield: Present

Leann Widhalm: Present

Sandy Wolfe: Present

1. Date Public Notice Appeared in the Norfolk Daily News: April 4, 2022

2. Call to Order

The Norfolk Public School District's board of education meeting is called to order at 5:30 PM.

2.1 Roll Call—See attendance above.

Motion to excuse the absence of Tammy Day at 5:31 PM passed with a motion by Leann Widhalm and a second by Jenna Hatfield.

Brenda Carhart: Yea

Jenna Hatfield: Yea

Jake Claussen: Yea

Leann Widhalm: Yea

Tammy Day: Absent

Sandy Wolfe: Yea

2.2. Declaration of a Legal Meeting

This is a legal meeting of the board of education, as advertised by the means specified in board policy. A complete copy of the Open Meetings Act is posted in the board room for your review. A copy of the agenda is available at the desk of the recording secretary.

3. Study Session

A. Lunchtime Solutions (LSI) served the dinner meal to the board members. Then, TJ Feyerham, the Director of LSI, summarized how they have gone from serving pre-packaged food to students, to opening the Panther Pit and to sponsoring other pre-COVID events.

B. Updates on Career Academies and Aftershock were given by Austin Casselberry. He has overseen both programs this school year.

C. Board Building Visits—Leann Widhalm visited Little Panthers Preschool, Brenda Carhart visited Lincoln/Montessori, Jenna Hatfield visited the Junior High and Jake Claussen visited Woodland Park.

President Sandy Wolfe called a recess at 6:23 PM. The meeting resumed at 6:30 PM.

4. Pledge of Allegiance

5. Annual Student Fee Hearing

The Hearing opened at 6:30 PM.

A. At this time I would like to open the hearing to discuss, consider, and receive input on the student fee policy. Attached for your review are the following:

1. Student fee receipts and expenditures in 2020-21 (Attachment A)
2. Current fees for 2021-2022 (Attachment B)
3. Proposed fees for 2022-2023 with changes highlighted (Attachment C)
4. Student Fee Policy #5416 (Attachment D)

- A. At this time, if any member of the public wishes to comment or give opinions on the student fee policy and proposed fees for 2022-2023, we ask that you come to the microphone and state your name.
- B. There were no comments from the public.
- C. The district collected \$113,838 in board approved student fees in the areas of instruction and activities during the 2020-2021 school year. These fee dollars can only be expended for the items for which they are collected. The district had \$52,931 in board approved disbursements for 2020-2021 which left the fund with a cash balance of \$399,787 as of August 31, 2021. The cash balance is primarily composed of those fees which are not necessarily expended on an annual basis such as the technology and summer school fees. The district reviews all items on the proposed fee list annually and only lists those fees which we believe are necessary to help offset the total cost to the district.

Hearing closed at 6:33 PM.

6. Presentations, Special Recognition, Focus on Students
 - 6.1. Focus on the Students

Mrs. Jennifer Showalter, teacher of Communication Productions, introduced her Norfolk Junior High School students. The students demonstrated and discussed the production process for the Panther Podcast.
7. Public Comments & Communication
 - A. This is the time during the meeting when the public may request to address the Board. According to state law, if you wish to comment you must identify yourself, including your address, the name of the organization you represent and the topic that you wish to address. "Public Comment" cards are located at the Media table, in the back of the room. Please pick up a card and provide the required information, if you plan to speak. Each individual's comments will be limited to five minutes.
 - B. Please note that the Board cannot discuss or act upon matters that are not listed on the agenda. Therefore, Board members will not respond to your comments or questions. If you wish to request that an item be placed on a future Board agenda, you may contact the Superintendent or her assistant during normal business hours.
 - C. Also note that concerns related to school personnel need to be addressed to the Superintendent using the approved district protocol.
8. Information and Discussion Items
 - 8.1. Finance & Facilities Report
 - A. The total amount of claims to be approved on the consent agenda for the month of April, 2022 by specific fund are listed below:
 - **General Fund = \$627,911.58**
 - **Nutrition Services Fund = \$344,979.23**
 - **Cooperative Fund = \$8,977.43**
 - **QCPUF = \$101,551.00**
 - **Student Fee Fund = \$1,105.01**
 - B. The total amount of claims for the month of March, 2022 in the Activities Fund is listed below:
 - **Activity Fund = \$176,459.95**
 - C. All of these claims were reviewed earlier today by the Finance and Facility Committee.
 - 8.2. Teaching & Learning Report

CURRICULUM, INSTRUCTION AND ASSESSMENT

- A. NPS students are in the midst of spring assessment season. The Senior High juniors completed the required spring ACT test and the 9th and 10th graders completed the Pre ACT on Tuesday, April 5th. Everything went smoothly. 3rd-8th grade students are also in the midst of the spring NSCAS assessment season. We are barely started but so far things have gone well. We are hoping for steady, reliable data to assist our instructional decisions for the next year.
 - B. The final session for LETRS (Science of Reading) training for this school year was held last week. This included Kindergarten, Intervention and Special Education Teachers. There will be another year of this same training for 2nd grade teachers and any new the district Kindergarten or interventionist teachers that have not had this training.
 - C. The Teaching and Learning Department is making summer school instructional plans for K-8 and lining up professional learning days for select curricular groups wanting to use summer time to accomplish their tasks.
 - D. April 22nd professional development is lined up for K-5th grade teachers on the updated Wonders program just purchased. There are multiple other professional learning opportunities occurring on this day. However, there are too many to mention.
- 8.3. Student Programs Report
- A. ELL-Our students have completed the ELPA summative assessment. These results will be available the first week of May 2022. Our ELL team of teachers are scheduled to meet May 4, during PLC.
 - B. Special Education- I, along with Directors Baumann, Nelson and Wilson, attended the NASES spring conference in Omaha, March 31 and April 1. The conference focus: A High Tide Floats All Boats: Implementing universal instructional strategies to ensure equity and access for all. District special education staff will meet this Wednesday, April 13 for a final time this school year during PLC.
 - C. Our Completion Ceremony will be held Wednesday, May 11 at 2:30 PM. Please join us at this celebration.
- 8.4. Student Services Report
- A. We completed our boundary exception meeting last week for families wishing to attend an elementary building outside of their neighborhood elementary school. Those families have been notified of approval or denial based on enrollment capacity at each elementary building. That is our last step before Kindergarten Round Up, which will be held on April 28th. Kindergarten Round Up is an important event for soon to be new Panthers. There will be activities for students and information provided to parents about Norfolk Public Schools at the event. Parents are encouraged to reach out to their neighborhood school if they have not registered yet.
 - B. Our High School students participated in Prom ceremonies over this last weekend. We want to say thank you to all our senior parents and community partners who fundraised and gave donations that made it possible for our students to have a successful Post Prom that evening.
 - C. A few other big dates we want to make sure get on your calendars are, May 15th, we will be hosting our graduation ceremony in the Senior High Gymnasium, May 18th is the last day of school, and May 19th is the last day for certified staff.
- 8.5. Human Resources & Accreditation Report
- HR Update:**

- A. The search for high quality teachers for the 2022-2023 school year continues. I am excited about the teachers that have been hired already and will be joining the NPS staff for the 2022-2023 school year. We are struggling to fill several of our positions, but will continue to advertise, network and talk to colleges to attempt to recruit quality candidates.
 - B. The External Accreditation Team was on site March 22-23. Their exit report was just received by the district and we will be sharing that information with the School Board at the May meeting.
- 8.6. Superintendent's Report
- A. Dr. Thompson shared our monthly enrollment report, which indicates that we are down 4 students since March 1st, but up 23 students since September 1st.
 - B. She indicated that our COVID Count has been ZERO for the last 5 weeks so we are discontinuing the COVID Dashboard.
 - C. I provided the Board with information about three new grants we received in the last week:
 - Early Childhood: \$155,000 for an additional classroom
 - Aftershock: \$310,000 to expand program and purchase new equipment
 - Supply Chain Grant: \$77,784 for the School Nutrition Fund
9. Committee Reports
- 9.1 Facilities & Finance Committee Report
- A. The committee met at 12:00 today. The claims for the month of April and activity claims for March were reviewed. The committee then reviewed the following items:
 - Updates on current projects
 - Review of Student Fee's for 2022-2023
 - Review the need for a small food storage building at Little Panthers Pre-School for the Nutrition Program. Funds for this project would come from the Nutrition Program.
 - Review and recommendation for Equipment and Uniform agreement.
 - Review a request from Norfolk Area Public Transportation to reconsider funding from NPS to this agency
 - Review of RFP request for chromebooks
 - B. The next meeting will be Monday, May 9th, at 12:00 noon.
- 9.2. Policy Committee Report
The Policy Committee did not meet this month.
- 9.3. Government Relations Committee Report
- A. The Government Relations Committee did not meet this month, but has been actively monitoring legislation.
 - B. Dr. Thompson sent letters to Senators regarding LB 1218 which would help with teacher recruitment through loan repayment and multiple certification pathways. The bill has been amended to remove the certification piece but could still help with teacher recruitment through the load forgiveness program. It has advanced to select file on a 39-0 vote, so it has a strong chance of passing.
- 9.4. Activities Committee Report
The Activities Committee did not meet this month.
- 9.5. Norfolk Public Schools Foundation Committee Report

- A. The Norfolk Public Schools Foundation Board of Directors met on March 21, 2022 at 4:30 p.m. at the NPS Administration Building. Twelve board members and 2 guests were present. Board Vice President Metka Kolm called the meeting to order at 4:31pm.
- B. The board reviewed the meeting minutes from February, the financial reports, and updates to the Strategic Plan. The scholarship committee chair, Bobbi Theisen, informed the board that scholarship selection preparations are underway and that all volunteer positions for the selection teams have been filled. NPSF is very grateful for these volunteers that share their time and talent with NPSF. The classroom grant committee chair, April Pearson, informed the board that the Classroom Grant applications are now open to NPS staff and they are encouraged to apply before the deadline on 4/20/22. Over \$20,000 in classroom grants will be awarded to NPS in 2022.
- C. The Foundation will also participate in the Big Give in May.

9.6. Minutes of Committee Meetings

The minutes of the April 5, 2022 Nurses Meeting were reviewed.

10. Approve Consent Agenda

Motion to approve the consent agenda at 7:15 PM passed with a motion by Brenda Carhart and a second by Leann Widhalm.

Brenda Carhart:	Yea	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Leann Widhalm:	Yea
Tammy Day:	Absent	Sandy Wolfe:	Yea

10.1. Minutes of Previous Meetings

Minutes from the March 14, 2022 and March 24, 2022 meetings were reviewed.

10.2. Contract Approval

Zach Ahrenholtz

- 2022-2023 Social Studies Teacher, Senior High
- Bachelor of Science, History, University of South Dakota, Vermillion, SD, to be conferred May 2022
- Spring 2022-Student Teacher at Dakota Valley High School, N. Sioux City, SD

Tyler Beranek

- 2022-2023, Assistant Principal, Norfolk Middle School
- Master of Science, Educational Administration, University of Nebraska, Kearney
- 2018-Present, Dean of Students/Activities Director, Norfolk Junior High

Amy Brown

- 2022-2023 Principal at Grant Elementary
- Masters of Arts, Curriculum & Instruction, Educational Leadership, Doane College, Doane, NE
- 2021-Present, Assistant Principal, Norfolk Middle School

Kristin Colvey

- 2022-2023 Family Consumer Sciences Teacher, Senior High
- Bachelor of Science, Family & Consumer Sciences Education, University of Nebraska, Lincoln
- Currently Self-Employed as Childcare Provider
- 2016-2021 7-12 Family & Consumer Sciences Teacher, Battle Creek High School, Battle Creek, NE

Amber Lenton

- 2022-2023, Dean of Students/Activities Director, Norfolk Junior High
- Master of Science, School Administration 7-12, Wayne State College, Wayne, NE
- 2013-Present, Physical Education/Health Teacher, Norfolk Junior High

Carla Miles

- 2022-2023, 4th Grade Teacher, Jefferson Elementary
- Bachelor of Science, Reading, Stephen F. Austin State University, Nacogdoches, TX
- 1/2022, Full-Time Substitute Teacher, Norfolk Public Schools, Norfolk, NE

Alexis Phillips

- 2022-2023 Family and Consumer Sciences Teacher, Senior High
- Bachelor of Science, Middle Level Education, Concordia University, Seward, NE
- 1/2022-present Careers Teacher, Norfolk Junior High (one semester contract)
- 7/2019-7/2021, Grades 7-8 Teacher, St. John’s Lutheran School, Defiance, OH

Amanda Smith

- 2022-2023 4th Grade Teacher, Jefferson Elementary
- Bachelor of Science, Elementary Education, Wayne State College, Wayne, NE
- 2021-Present, Early Childhood Community Coordinator, Norfolk Family Coalition

Judy Stepp

- 2022-2023, SPED Program Specialist
- Early Childhood Special Education Endorsement, University of Wyoming; Master of Science, Doane College
- 2020-Present; English Language Arts Teacher, Rawlins Middle School, Rawlins, WY

Tracy Trumper

- 2022-2023 Science Teacher, Junior High
- Master of Arts, Education Curriculum, Adams State College, Alamosa, CO
- 2019-Present, 7th & 8th Grade Science Teacher, Ogallala Public Schools, Ogallala, NE

10.3. Claims

Attached are the claims for the month of April, 2022. These claims were reviewed earlier today by our Finance and Facility Committee.

11. Action Items

11.1. Discuss, consider and take action to approve the 2022-2023 Student Fees

It is recommended to the Board of Education to make a motion to reaffirm Board Policy 5416 (Student Fees, attachment A) and approve the appendix (attachment B), setting student fees for 2022-2023

Motion to approve the 2022-2023 Student Fees at 7:16 PM passed with a motion by Jake Claussen and a second by Jenna Hatfield.

Brenda Carhart:	Yea	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Leann Widhalm:	Yea
Tammy Day:	Absent	Sandy Wolfe:	Yea

11.2. Discuss, consider and take action to approve resignations--pending the hiring of suitable replacements

- A. Derek Summers--Industrial Technology Teacher at Norfolk High School--pending finding a suitable replacement. Derek is starting his own business.
- B. Brian Cleary--Special Education Teacher at Norfolk Junior High School--pending finding a suitable replacement. Brian has been offered a position in Tilden, NE.
- C. Both of these resignations were received after our deadline of March 15th and do not qualify as extreme extenuating circumstances. Therefore, their resignations should be accepted pending the hiring of suitable replacements.

Motion to approve the resignations of Derek Summers and Brian Cleary--pending the hiring of suitable replacements at 7:18 PM passed with a motion by Leann Widhalm and a second by Jake Claussen.

Brenda Carhart:	Yea	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Leann Widhalm:	Yea
Tammy Day:	Absent	Sandy Wolfe:	Yea

11.3. Discuss, consider and take action to approve the proposal from BSN for Nike athletic uniforms and BSN equipment

This agreement would provide the district with better pricing for Nike brand athletic uniforms for varsity sports except swimming and wrestling (Nike does not have a strong product line in these activities, so other brands could be purchased) and potential future cost savings for equipment and other items. Moving to brand-name uniforms will allow the district greater design and color options as well as the length of time a specific color or design is produced. Overall, uniform fit and quality are also factors in this purchasing change. The BSN agreement does still allow local vendors the continued opportunity to do business with the district as they have traditionally done over the years. Even though the BSN agreement does provide cost savings when moving to Nike uniform purchases, this does increase the overall cost of uniforms by approx. 27%. The pros and cons have been discussed in both the Activities and Finance committees. Both committees agreed to request proposals to determine the best financial package for the district if it moves to brand name uniform purchasing.

Motion to approve the proposal from BSN sports for Nike athletic uniforms and BSN equipment at 7:26 PM passed with a motion by Brenda Carhart and a second by Jake Claussen.

Brenda Carhart:	Yea	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Leann Widhalm:	Yea
Tammy Day:	Absent	Sandy Wolfe:	Yea

11.4. Discuss, consider and take action to approve the purchase of curriculum materials for English/Language Arts, grades 6-11

- A. Selecting an English Language Arts program is a time-intensive process that includes many pieces such as previewing literary texts, writing instruction and analyzing the embedded components that support new research on the science of reading. As with all resource selections, a thorough compatibility matrix was completed along with the piloting of materials in the classroom. It is my recommendation that we purchase Study Sync from McGraw Hill for the 6th through 11th grade English Language Arts program. This includes student and teacher materials, both hard copies and digital subscriptions. The cost equates to approximately \$27/student/year on a six-year subscription. This purchase will be funded through ESSERS III and the district's annual curriculum budget.
- B. Quotes were received by Savvas and McGraw Hill.
- Savvas: \$344,625.05
 - McGraw Hill: \$318,025.15

Motion to approve the purchase of curriculum materials for English/Language Arts, grades 6-11 as presented at 7:30 PM passed with a motion by Leann Widhalm and a second by Jenna Hatfield.

Brenda Carhart:	Yea	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Leann Widhalm:	Yea
Tammy Day:	Absent	Sandy Wolfe:	Yea

11.5. Discuss, consider and take action to grant permission to seek RFPs for Chromebook Touches

We are requesting permission to seek RFPs for Chromebook Touches, to be purchased through Emergency Connectivity Funding. This grant program has been expanded, allowing us an opportunity to purchase additional equipment. If we do not receive the grant funding, purchase of this equipment will be re-evaluated, with the large majority of the purchase being postponed.

Motion to grant permission to seek RFPs for Chromebook Touches at 7:34 PM passed with a motion by Jake Claussen and a second by Jenna Hatfield.

Brenda Carhart:	Yea	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Leann Widhalm:	Yea
Tammy Day:	Absent	Sandy Wolfe:	Yea

- 11.6. Discuss, consider and take action to approve the second and final reading of board policies 5417-5602 related to students

No changes have been made to these policies since their first reading last month.

Motion to approve the second and final reading of board policies 5417-5602 related to students at 7:36 PM passed with a motion by Jenna Hatfield and a second by Leann Widhalm.

Brenda Carhart:	Yea	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Leann Widhalm:	Yea
Tammy Day:	Absent	Sandy Wolfe:	Yea

12. Future Meetings

- A. The 2nd monthly meeting of the Board of Education has been tentatively scheduled for noon on Thursday, April 28, 2022.
- B. The next regular meeting of the Board of Education will be held on Monday, May 9, 2022. The Study Session will begin at 5:30 PM. The regular business meeting will start at 6:30 PM. All components of these meetings will be held at the NPS Central Administration Offices and will be open to the public unless an Executive Session is needed in order to protect the interest of the district or the reputation of an individual.

13. Executive Session -- To Discuss Potential Litigation--As Needed to Protect the Interest of the District

- 13.1. Convene Executive Session -- To Discuss Potential Litigation--As Needed to Protect the Interest of the District

Motion to Convene Executive Session -- To Discuss Potential Litigation--As Needed to Protect the Interest of the District at 7:37 PM passed with a motion by Jenna Hatfield and a second by Brenda Carhart.

Brenda Carhart:	Yea	Jenna Hatfield:	Yea
Jake Claussen:	Yea	Leann Widhalm:	Yea
Tammy Day:	Absent	Sandy Wolfe:	Yea

- 13.2. Reconvene Meeting from Executive Session
The meeting reconvened from the Executive Session at 8:23 PM.
- 13.3. Approval of Any Action Deemed Necessary as a Result of Executive Session
No action was deemed necessary.

14. Adjournment

The meeting adjourned at 8:23 PM.

Chairperson

Superintendent

Board of Education 2nd Monthly Meeting

Thursday, April 28, 2022

12:00 PM: Business Meeting

Norfolk Public School's Central Administration Office

P.O. Box 139

Norfolk, NE 68702-0139

Brenda Carhart: Present
Jake Claussen: Present
Tammy Day: Absent
Jenna Hatfield: Present
Leann Widhalm: Present
Sandy Wolfe: Absent

1. Date Public Notice Appeared in the Norfolk Daily News: April 20, 2022
2. Call to Order
3. The Norfolk Public School District's board of education meeting is called to order at 12:03 PM.
 - 2.1. Roll Call—See attendance above.

Motion to excuse the absences of Sandy Wolfe and Tammy Day at 12:03 PM passed with a motion by Jenna Hatfield and a second by Leann Widhalm.

Tammy Day:	Absent	Jenna Hatfield:	Yea
Brenda Carhart:	Yea	Leann Widhalm:	Yea
Jake Claussen:	Yea	Sandy Wolfe:	Absent

- 2.2. Declaration of a Legal Meeting
This is a legal meeting of the board of education, as advertised by the means specified in board policy. A complete copy of the Open Meetings Act is posted in the board room for your review. A copy of the agenda is available at the desk of the recording secretary.
3. Action Items
 - 3.1. Discuss, consider and take action to approve contracts

Michael Becker

- 2022-2023 Physical Education Teacher, Junior High School
- Bachelor of Arts, K-12 Education, Briar Cliff University, Sioux City, IA
- 2013-Present, K-8 PE, 9th grade Health, 9-12 Weight lifting, Activities Director, Director of Transportation, Elgin Public Schools, Elgin, NE

Megan Bryant

- 2022-2023 Title Reading Teacher, Washington (and Grant) Elementary Schools
- Master of Arts, Literacy/Reading, Concordia University, Seward, NE
- 2011-Present, 2nd Grade Teacher, St. John Lutheran School, Battle Creek, NE

Colby Eymann

- 2022-2023 Industrial Technology Teacher, Junior High School
- Bachelor of Science, Industrial Arts, Wayne State College, Wayne, NE
- 2018-Present, Industrial Tech Teacher, Creighton Community Public Schools, Creighton, NE

Rheanna Klassen

- 2022-2023 Science Teacher, Senior High School
- Bachelor of Science, General Science, University of Nebraska, Omaha; 12/2021
- 8/21-12/21, Teacher Assistant, Elkhorn Ridge Middle School, Elkhorn, NE

Sarah Laden

- 2022-2023 English Teacher, Senior High School

- Bachelor of Arts, Elementary Education, Middle Level 5-9 English Language Arts Concentration University of Nebraska, Kearney
- 2021-Present, 7th Grade ELA Teacher, Grand Island Public Schools, Grand Island, NE

Kady Malmberg

- 2022-2023 First Grade Teacher, Washington Elementary
- Master of Education, Curriculum & Instruction, Doane University, Crete, NE
- 2015-Present, First Grade Teacher, Nebraska City Public Schools, Nebraska City, NE

Katarina Mills

- 2022-2023, Special Education Teacher, Junior High School
- Bachelor of Arts, Communication/Behavior Sciences/Business, Dakota Wesleyan University
- 2018 - Present, Paraprofessional, Norfolk Senior High, Norfolk, NE

Alexa Stueckrath

- 2022-2023, Guidance Counselor, Junior High School
- Master of Arts, School Counseling, University of Denver, Denver, CO
- 9/21-Present, Student Counselor Internship, Grant Elementary, Norfolk, NE

Motion to approve the contracts listed for the 2022-2023 school year at 12:05 PM passed with a motion by Jake Claussen and a second by Jenna Hatfield.

Tammy Day:	Absent	Jenna Hatfield:	Yea
Brenda Carhart:	Yea	Leann Widhalm:	Yea
Jake Claussen:	Yea	Sandy Wolfe:	Absent

- 3.2. Discuss, consider and take action to approve a resignation--pending the hiring of a suitable replacement

Jamie Blum--4th grade Teacher at Woodland Park Elementary--accepted another position

The approval of this resignation is pending until a suitable replacement is hired.

Motion to approve the resignation of Jamie Blum--pending the hiring of a suitable replacement at 12:07 PM passed with a motion by Jake Claussen and a second by Leann Widhalm.

Tammy Day:	Absent	Jenna Hatfield:	Yea
Brenda Carhart:	Yea	Leann Widhalm:	Yea
Jake Claussen:	Yea	Sandy Wolfe:	Absent

4. Future Meetings

The next regular meeting of the Board of Education will be held on Monday, May 9, 2022. The Study Session will begin at 5:30 PM. The regular business meeting will start at 6:30 PM. All components of these meetings will be held at the NPS Central Administration Offices and will be open to the public unless an Executive Session is needed in order to protect the interest of the district or the reputation of an individual.

5. Adjournment

The meeting adjourned at 12:10 PM.

Chairperson

Superintendent

MAY 9, 2022

NORFOLK PUBLIC SCHOOLS
NORFOLK, NEBRASKA

GENERAL FUND

1	4IMPRINT	TOTES	01 1190 610 1 163 021	\$377.80
2	4IMPRINT Total			\$377.80
3	ABDO PUBLISHING CO	BOOKS & PERIODICALS	01 2220 640 1 030 000	\$1,577.20
4	ABDO PUBLISHING CO Total			\$1,577.20
5	ACERS, MELISSA	PARENT MILEAGE	01 2712 332 1 004 000	\$65.29
6	ACERS, MELISSA Total			\$65.29
7	ACT	PRE ACT SCORING FEE	01 1100 340 2 028 000	\$4,890.00
8		PREACT 8/9 SCORING	01 1100 340 2 028 001	\$5,328.00
9	ACT Total			\$10,218.00
10	ADVANCE AUTO PARTS	ADD A CIRCUIT MINI #15H	01 2712 610 1 001 000	\$11.02
11		BRAKE CLEANER	01 2650 610 1 001 000	\$26.40
12			01 2650 610 2 001 000	\$26.40
13		BRAKE PAD	01 2712 610 1 001 000	\$48.74
14		LED BULB	01 2712 610 1 001 000	\$31.80
15		MAINT. AND VEHICLE SUPPLIES	01 2650 610 1 001 000	\$59.49
16			01 2650 610 2 001 000	\$59.49
17		SHOP SUPPLIES	01 2650 610 1 001 000	\$70.08
18			01 2650 610 2 001 000	\$70.08
19		SPARK PLUG	01 2650 610 1 001 000	\$3.86
20			01 2650 610 2 001 000	\$3.86
21		SUPPLIES	01 2650 610 1 001 000	\$34.49
22			01 2650 610 2 001 000	\$34.49
23		SUPPLIES FOR VEHICLE #35	01 2650 610 1 001 000	\$133.40
24			01 2650 610 2 001 000	\$133.39
25		VEHICLE SUPPLIES	01 2650 610 1 001 000	\$60.76
26			01 2650 610 2 001 000	\$60.76
27			01 2712 610 1 001 000	\$56.48
28			01 2712 610 2 001 000	\$56.47

29	ADVANCE AUTO PARTS Total			\$981.46
30	AKRS EQUIPMENT SOLUTIONS	FILTER, FILTER ELEMENTS	01 2620 610 1 001 000	\$57.15
31			01 2620 610 2 001 000	\$57.15
32	AKRS EQUIPMENT SOLUTIONS Total			\$114.30
33	ALVAREZ ARROYO, GRECIA	PARENT MILEAGE	01 2713 332 1 004 021	\$84.24
34	ALVAREZ ARROYO, GRECIA Total			\$84.24
35	APPEARA	LAUNDRY SERVICE	01 1100 340 2 211 001	\$85.13
36			01 2410 340 2 209 001	\$218.02
37		MOPS	01 2610 431 1 001 000	\$174.12
38			01 2610 431 2 001 000	\$174.08
39		RUG CLEANING	01 2410 340 2 141 002	\$83.04
40		WORK SHIRTS	01 2610 431 1 001 000	\$179.83
41			01 2610 431 2 001 000	\$179.84
42			01 2620 431 1 001 000	\$44.96
43			01 2620 431 2 001 000	\$44.94
44		WORKSHIRTS	01 2610 431 1 001 000	\$67.40
45			01 2610 431 2 001 000	\$67.40
46			01 2620 431 1 001 000	\$16.85
47			01 2620 431 2 001 000	\$16.84
48	APPEARA Total			\$1,352.45
49	ARKFELD LOCK & SECURITY	KEY	01 2620 610 1 001 000	\$4.99
50			01 2620 610 2 001 000	\$4.99
51	ARKFELD LOCK & SECURITY Total			\$9.98
52	ARKFELD, KAREN	STAFF MILEAGE	01 1200 333 1 004 000	\$49.20
53			01 1200 333 2 004 000	\$49.20
54	ARKFELD, KAREN Total			\$98.40
55	BAUER BUILT, INC	TIRE REPAIR #29	01 2650 610 1 001 000	\$12.00
56			01 2650 610 2 001 000	\$12.00
57		TIRES VEHICLE #15H	01 2712 340 1 001 000	\$558.88
58	BAUER BUILT, INC Total			\$582.88
59	BAUER, RACHEL	SIXPENCE MILEAGE	01 3541 333 1 004 000	\$76.05
60	BAUER, RACHEL Total			\$76.05
61	BAUMANN, ANGIE	TRAVEL/MILEAGE	01 2211 333 1 901 000	\$66.11
62			01 2211 333 2 901 000	\$66.10

63	BAUMANN, ANGIE Total			\$132.21
64	BIG RED PRINTING	TRIPPLICATE FORMS FOR HOME VISITS	01 6416 610 1 017 000	\$424.97
65	BIG RED PRINTING Total			\$424.97
66	BLICK ART MATERIALS	CLASSROOM SUPPLIES	01 1100 610 2 224 001	\$1,708.01
67	BLICK ART MATERIALS Total			\$1,708.01
68	BOMGAARS SUPPLY	BATTERY OPERATED BACKPACK SPRAY	01 2620 610 1 001 000	\$110.00
69			01 2620 610 2 001 000	\$109.99
70		BROWN MULCH	01 2630 610 1 001 004	\$18.45
71		E-Z POUR SPOUT	01 2620 610 1 001 000	\$10.99
72			01 2620 610 2 001 000	\$10.99
73		GREASE AND GREASE GUN	01 2620 610 1 001 000	\$8.89
74			01 2620 610 2 001 000	\$8.89
75		HOSE	01 2620 610 1 001 000	\$11.00
76			01 2620 610 2 001 000	\$10.99
77		MAINT. SHOP SUPPLIES	01 2620 610 1 001 000	\$19.98
78			01 2620 610 2 001 000	\$19.98
79		PROTIE	01 2620 610 2 001 001	\$7.79
80		ROUNDUP	01 2630 610 1 001 000	\$29.99
81			01 2630 610 2 001 000	\$29.99
82		SOCKET	01 2620 610 1 001 000	\$4.35
83			01 2620 610 2 001 000	\$4.34
84	SOLAR SALT	01 2620 610 1 001 012	\$59.88	
85	SUPPLIES	01 2620 610 1 001 000	\$14.93	
86		01 2620 610 2 001 000	\$14.92	
87		01 2650 610 1 001 000	\$13.49	
88		01 2650 610 2 001 000	\$13.49	
89	TRIMMER LINE	01 2630 610 1 001 000	\$18.50	
90		01 2630 610 2 001 000	\$18.49	
91	BOMGAARS SUPPLY Total			\$570.31
92	BOYS TOWN	MARCH 2022 SPECIAL EDUCATION	01 1200 561 1 004 000	\$5,376.40
93			01 1200 890 1 004 000	\$1,023.60
94	BOYS TOWN Total			\$6,400.00
95	BRYCEHEDSTROM.COM	TEACHING MATERIALS	01 1100 610 2 210 001	\$51.94
96	BRYCEHEDSTROM.COM Total			\$51.94

97	BSN SPORTS,	PE SUPPLIES	01 1100 610 1 104 010	\$89.98
98	BSN SPORTS, Total			\$89.98
99	BULLSEYE FIRE SPRINKLER	REPLACED DRY HEAD	01 2620 431 2 001 001	\$1,143.96
100	BULLSEYE FIRE SPRINKLER Total			\$1,143.96
101	BULLSEYE WINDSHIELD REPAIR	CHIP REPAIR VEHICLE #20H	01 2712 340 1 001 000	\$35.00
102	BULLSEYE WINDSHIELD REPAIR Total			\$35.00
103	CANNON MOSS BRYGGER	BELAIR RENOVATIONS	01 6998 340 1 945 010	\$14,573.92
104		JUNIOR HIGH RENOVATION	01 6997 340 2 945 002	\$10,754.41
105	CANNON MOSS BRYGGER Total			\$25,328.33
106	CAPITAL BUSINESS SYSTEMS,	PRINTERS/COPIES	01 1100 340 1 104 010	\$348.04
107			01 1100 340 1 201 003	\$206.93
108			01 1100 340 1 302 004	\$189.00
109			01 1100 340 1 430 014	\$564.38
110			01 1100 340 1 602 005	\$146.32
111			01 1100 340 1 705 008	\$188.84
112			01 1100 340 1 819 009	\$141.41
113			01 1100 340 1 904 012	\$117.13
114			01 1100 340 2 016 001	\$14.69
115			01 1100 340 2 141 002	\$409.20
116			01 1100 340 2 209 001	\$778.71
117			01 1190 610 1 163 021	\$215.02
118			01 1200 610 1 004 000	\$148.07
119			01 1200 610 2 004 000	\$148.07
120			01 1291 610 1 017 000	\$28.93
121			01 1292 610 1 017 000	\$28.92
122			01 2530 340 1 001 000	\$2,617.80
123			01 2530 340 2 001 000	\$2,617.79
124			01 2620 431 0 001 000	\$5.32
125			01 6998 340 1 945 003	\$5.41
126			01 6998 340 1 945 005	\$0.79
127			01 6998 340 1 945 009	\$0.97
128			01 6998 340 1 945 012	\$0.04
129			01 6998 340 1 945 014	\$15.29
130			01 6998 340 2 945 001	\$4.32

131	CAPITAL BUSINESS SYSTEMS, Total			\$8,941.39
132	CDW GOVERNMENT, INC	WALL MOUNT	01 2410 650 2 209 001	\$105.73
133	CDW GOVERNMENT, INC Total			\$105.73
134	CITY OF NORFOLK	FURNITURE DISPOSAL	01 2630 420 2 001 000	\$12.00
135		GRASS/LEAVES	01 2630 420 1 001 000	\$1.50
136			01 2630 420 2 001 000	\$1.50
137		SRO	01 1160 350 2 001 000	\$26,839.93
138		TREE WASTE	01 2630 420 1 001 000	\$22.24
139			01 2630 420 1 001 012	\$20.14
140			01 2630 420 2 001 000	\$22.22
141		WATER	01 2610 410 1 001 010	\$499.12
142			01 2610 410 1 001 014	\$1,599.83
143			01 2610 410 1 001 021	\$438.77
144	01 2610 410 2 001 001		\$2,325.01	
145	CITY OF NORFOLK Total			\$31,782.26
146	CLASSEN, MELISSA	PARENT MILEAGE	01 2713 332 1 004 021	\$78.62
147	CLASSEN, MELISSA Total			\$78.62
148	COLE PAPERS INC	SUPPLIES	01 2610 610 1 001 000	\$1,660.76
149			01 2610 610 2 001 000	\$1,660.74
150	COLE PAPERS INC Total			\$3,321.50
151	COLLINS, NICHOLAS	BASEBALL @HASTINGS	01 2190 580 2 001 000	\$12.00
152		BASEBALL @LINCOLN	01 2190 580 2 001 000	\$44.30
153		BASEBALL @WAYNE	01 2190 580 2 001 000	\$11.22
154		BOYS SOCCER@LINCOLN	01 2190 580 2 001 000	\$11.22
155		FIELD TRIP TO OMAHA ZOO	01 2190 580 1 001 000	\$12.00
156		GIRLS SOCCER @LINCOLN	01 2190 580 2 001 000	\$23.22
157		JH SPEECH @ CREIGHTON	01 2190 580 2 001 000	\$10.09
158		TRACK @ FREMONT	01 2190 580 2 001 000	\$12.00
159		TRACK @COLUMBUS	01 2190 580 2 001 000	\$11.22
160		TRACK AT FREMONT	01 2190 580 2 001 000	\$15.11
161	COLLINS, NICHOLAS Total			\$162.38
162	CORNHUSKER INTERNATIONAL	STROBE-LED VERSION	01 2710 610 1 001 000	\$65.95
163			01 2710 610 2 001 000	\$65.95
164	CORNHUSKER INTERNATIONAL Total			\$131.90

165	CORNHUSKER MARRIOTT HOTEL	LODGING FOR L WIDHALM	01 2310 580 1 033 000	\$53.00
166			01 2310 580 2 033 000	\$53.00
167	CORNHUSKER MARRIOTT HOTEL Total			\$106.00
168	CRAVEN, SHEILA	CONTRACTED OT SERVICES MILEAGE	01 2161 334 1 004 000	\$101.21
169			01 2161 334 2 004 000	\$3.51
170		CONTRACTED OT SERVICES SCHOOL	01 2161 320 1 004 000	\$9,954.00
171			01 2161 320 2 004 000	\$98.75
172	CRAVEN, SHEILA Total			\$10,157.47
173	DELL MARKETING L.P.	WIRELESS MOUSE/BRIEFCASES	01 2230 650 1 005 000	\$1,708.25
174			01 2230 650 2 005 000	\$1,708.25
175	DELL MARKETING L.P. Total			\$3,416.50
176	DEMCO	SUPPLIES	01 2220 610 1 030 000	\$629.86
177	DEMCO Total			\$629.86
178	DOELE, JASON	ACTIVITY WORKER	01 2190 120 2 001 000	\$63.75
179	DOELE, JASON Total			\$63.75
180	EARTH WALK	CHARGING CART	01 2230 650 1 005 005	\$1,495.00
181	EARTH WALK Total			\$1,495.00
182	ECHO GROUP INC	BALLASTS	01 2620 610 1 001 000	\$33.58
183			01 2620 610 2 001 000	\$33.58
184		BATTERIES	01 2620 610 2 001 002	\$123.30
185		BULBS	01 2620 610 1 001 000	\$817.20
186			01 2620 610 1 001 012	\$179.58
187			01 2620 610 2 001 000	\$817.20
188		MAINT. SUPPLIES	01 2620 610 1 001 000	\$9.87
189			01 2620 610 2 001 000	\$9.87
190		SUPPLIES	01 2620 610 1 001 000	\$32.03
191			01 2620 610 2 001 000	\$32.03
192	ECHO GROUP INC Total			\$2,088.24
193	EDUCATIONAL SERVICE UNIT	TOWER SCHOOL NONREIMBURSABLE	01 1200 890 2 004 000	\$937.50
194		TOWER SCHOOL REIMBURSABLE	01 1200 591 2 004 000	\$6,350.00
195	EDUCATIONAL SERVICE UNIT Total			\$7,287.50
196	ESSENTIAL SCREEN	BACKGROUND CHECKS	01 2510 340 1 001 000	\$558.14
197			01 2510 340 2 001 000	\$558.14
198	ESSENTIAL SCREEN Total			\$1,116.28

199	ESU 8	2022 ART SHOW FEE	01 1100 810 1 028 000	\$36.00
200		FEB2022 LMHP	01 2141 591 2 014 000	\$9,180.00
201		LEVEL III SERVICES FEB 2022	01 1200 591 2 004 000	\$4,300.00
202		TRANSITION ASSESSMENTS	01 1200 330 2 004 001	\$20.00
203			01 1200 330 2 004 002	\$20.00
204	ESU 8 Total			\$13,556.00
205	FAIRFIELD INN & SUITES	ASD CONF LODGING	01 1200 580 1 004 000	\$119.95
206			01 1200 580 2 004 000	\$119.95
207	FAIRFIELD INN & SUITES Total			\$239.90
208	FAMILY PHYSICAL THERAPY &	CONTRACTED OT SERVICES BIRTH	01 2162 320 1 004 000	\$3,420.00
209			01 2163 320 1 004 000	\$3,420.00
210		MILEAGE TO CONTRACTED OT	01 2162 334 1 004 000	\$26.88
211			01 2163 334 1 004 000	\$26.89
212	FAMILY PHYSICAL THERAPY & Total			\$6,893.77
213	FATHER FLANAGAN'S BOYS'	GENERAL SUPPLIES	01 2120 610 1 816 009	\$35.90
214	FATHER FLANAGAN'S BOYS' Total			\$35.90
215	FERNAU, JESSICA	STAFF MILEAGE	01 1291 333 1 004 021	\$55.14
216			01 1292 333 1 004 000	\$55.13
217	FERNAU, JESSICA Total			\$110.27
218	FIRST CHOICE FOOD	LUNCHEON AT SH	01 2320 890 1 033 000	\$16.50
219			01 2320 890 2 033 000	\$16.50
220		MEAL FOR 1/12/22	01 6416 610 1 017 000	\$161.25
221	FIRST CHOICE FOOD Total			\$194.25
222	FISCHER TREE CENTRAL	STUMP REMOVAL	01 2630 340 1 001 010	\$250.00
223	FISCHER TREE CENTRAL Total			\$250.00
224	FLOORING SOLUTIONS	FLOORING FOR JH STAIRS	01 2620 431 2 001 002	\$2,480.00
225	FLOORING SOLUTIONS Total			\$2,480.00
226	FROWICK, BRENNNA	STAFF MILEAGE	01 2151 333 1 004 000	\$26.04
227			01 2151 333 2 004 000	\$26.03
228	FROWICK, BRENNNA Total			\$52.07
229	FROWICK, KIM	STAFF MILEAGE	01 2151 333 1 004 000	\$25.27
230	FROWICK, KIM Total			\$25.27
231	GERHOLD CONCRETE CO	UNITED GRID MARKER	01 2620 610 2 001 001	\$85.68
232	GERHOLD CONCRETE CO Total			\$85.68

233	GOPHER	FLOOR TAPE, SOCCER BALLS	01 1100 610 1 603 005	\$89.38
234		PE SUPPLIES	01 1100 610 1 414 014	\$901.49
235	GOPHER Total			\$990.87
236	GREEN, EMILY	PARENT MILEAGE	01 2712 332 1 004 000	\$31.82
237	GREEN, EMILY Total			\$31.82
238	GROSSERODE, SAMANTHA	PARENT MILEAGE	01 2713 332 1 004 021	\$140.40
239	GROSSERODE, SAMANTHA Total			\$140.40
240	HARPER, JR MD, CHARLES	SIGNATURES FOR MIPS PAPERWORK	01 2190 340 1 004 000	\$182.50
241			01 2190 340 2 004 000	\$182.50
242	HARPER, JR MD, CHARLES Total			\$365.00
243	HEINEMANN PUBLISHING	INVIGORATING HIGH SCHOOL MATH	01 6969 640 2 028 000	\$33.00
244	HEINEMANN PUBLISHING Total			\$33.00
245	HOFFMAN, JEFF	ACTIVITY WORKER	01 2190 120 2 001 000	\$71.25
246	HOFFMAN, JEFF Total			\$71.25
247	HOFMANN PLUMBING	SEWER IN KITCHEN	01 2620 431 1 001 014	\$310.00
248	HOFMANN PLUMBING Total			\$310.00
249	HOME DEPOT PRO, THE	CAN LINERS	01 2610 610 1 001 000	\$320.00
250			01 2610 610 2 001 000	\$320.00
251	HOME DEPOT PRO, THE Total			\$640.00
252	IMAGINE LEARNING, LLC	SUBSCRIPTION RENEWAL	01 1125 340 2 209 001	\$20,960.00
253	IMAGINE LEARNING, LLC Total			\$20,960.00
254	INSTRUMENTALIST AWARDS	AWARDS	01 1100 610 2 202 001	\$279.00
255	INSTRUMENTALIST AWARDS Total			\$279.00
256	J W PEPPER, INC	MUSIC	01 1100 610 2 118 002	\$42.99
257	J W PEPPER, INC Total			\$42.99
258	JACOBO, DIANA	PARENT MILEAGE	01 2713 332 1 004 021	\$84.24
259	JACOBO, DIANA Total			\$84.24
260	JOSTENS	DIPLOMAS	01 2490 610 2 209 001	\$1,450.73
261		FREE/REDUCED CAP & GOWN	01 2190 810 2 001 001	\$4,859.00
262	JOSTENS Total			\$6,309.73
263	KANSAS CITY AUDIO-VISUAL	SMARTBOARD	01 2230 650 1 005 005	\$1,610.00
264	KANSAS CITY AUDIO-VISUAL Total			\$1,610.00
265	KAUP, TAMI	STAFF MILEAGE	01 1200 333 2 004 000	\$12.29
266	KAUP, TAMI Total			\$12.29

267	KLEINSCHMIT, LETISHIA	STAFF MILEAGE	01 2151 333 1 004 000	\$11.82
268	KLEINSCHMIT, LETISHIA Total			\$11.82
269	KNIGHT, KARLA	STAFF MILEAGE	01 2151 333 2 004 000	\$25.33
270			01 2152 333 1 004 021	\$25.33
271			01 2153 333 1 004 000	\$25.33
272	KNIGHT, KARLA Total			\$75.99
273	KONERT, NICOLE	STAFF MILEAGE	01 1200 333 1 004 000	\$24.34
274			01 1200 333 2 004 000	\$24.33
275	KONERT, NICOLE Total			\$48.67
276	KONICEK, JASON	NETA CONFERENCE	01 6310 330 2 028 000	\$189.00
277			01 6310 333 2 028 000	\$163.80
278			01 6310 580 2 028 000	\$559.00
279	KONICEK, JASON Total			\$911.80
280	KORTH, JESSIE	CONTRACTED PT SERVICES BIRTH	01 2172 320 1 004 000	\$3,911.29
281			01 2173 320 1 004 000	\$3,911.29
282		MILEAGE PD TO PT SERVICES	01 2172 334 1 004 000	\$120.68
283			01 2173 334 1 004 000	\$120.69
284	KORTH, JESSIE Total			\$8,063.95
285	KURITA AMERICA, INC.	WATER TREATMENT PROGRAM	01 2620 610 1 001 000	\$369.00
286			01 2620 610 2 001 000	\$369.00
287	KURITA AMERICA, INC. Total			\$738.00
288	KUSTOM PEST CONTROL	APRIL 2022	01 2630 340 1 001 000	\$58.50
289			01 2630 340 1 001 003	\$39.00
290			01 2630 340 1 001 004	\$39.00
291			01 2630 340 1 001 005	\$39.00
292			01 2630 340 1 001 008	\$39.00
293			01 2630 340 1 001 009	\$39.00
294			01 2630 340 1 001 010	\$39.00
295			01 2630 340 1 001 012	\$39.00
296			01 2630 340 1 001 014	\$39.00
297			01 2630 340 1 001 021	\$39.00
298			01 2630 340 2 001 000	\$58.50
299			01 2630 340 2 001 001	\$1,078.00
300			01 2630 340 2 001 002	\$39.00

301	KUSTOM PEST CONTROL Total			\$1,585.00
302	LAWNCO	LAWN SERVICE (2022-2024)	01 2630 420 1 001 000	\$3,939.00
303			01 2630 420 2 001 000	\$3,938.99
304	LAWNCO Total			\$7,877.99
305	LAWSON PRODUCTS, INC	MAINT. SHOP SUPPLIES	01 2620 610 1 001 000	\$99.21
306			01 2620 610 2 001 000	\$99.20
307		MAINT. SUPPLIES	01 2620 610 1 001 000	\$90.79
308			01 2620 610 2 001 000	\$90.78
309	LAWSON PRODUCTS, INC Total			\$379.98
310	LEARNING A-Z	WEB/CLOUD BASED SOFTWARE	01 1200 643 1 004 000	\$2,302.00
311			01 1200 643 2 004 000	\$2,302.00
312	LEARNING A-Z Total			\$4,604.00
313	LEXIA LEARNING SYSTEMS LLC	LETRS ADMIN MATERIALS	01 6310 640 1 028 000	\$159.95
314	LEXIA LEARNING SYSTEMS LLC Total			\$159.95
315	LONDON, JAMIE	ASD CONFERENCE IN KEARNEY	01 1200 333 1 004 000	\$87.17
316			01 1200 333 2 004 000	\$87.16
317	LONDON, JAMIE Total			\$174.33
318	LRP PUBLICATIONS	BOOKS & PERIODICALS	01 1200 640 1 004 000	\$194.75
319			01 1200 640 2 004 000	\$194.75
320	LRP PUBLICATIONS Total			\$389.50
321	MATHESON TRI-GAS INC.	CLASSROOM SUPPLIES	01 1100 610 2 211 001	\$17.06
322		MONTHLY MATERIALS	01 2620 610 1 001 000	\$105.90
323			01 2620 610 2 001 000	\$105.90
324		SHOP SUPPLIES	01 2620 610 1 001 000	\$107.52
325			01 2620 610 2 001 000	\$107.51
326	MATHESON TRI-GAS INC. Total			\$443.89
327	MCGRAW-HILL SCHOOL	BOOKS & PERIODICALS	01 1100 640 1 028 000	\$123,034.27
328			01 6998 640 1 945 000	\$371,365.34
329		CHAPTER BOOKS	01 6998 640 1 945 000	\$4,728.01
330	MCGRAW-HILL SCHOOL Total			\$499,127.62
331	MEISINGER OIL CO	DIESEL	01 2650 626 1 001 000	\$173.16
332			01 2650 626 2 001 000	\$173.16
333			01 2710 626 1 001 000	\$3,463.26
334			01 2710 626 2 001 000	\$3,463.26

335			01 2712 626 1 001 000	\$1,385.32
336		FORKLIFT CYLINDER	01 2620 610 1 001 000	\$26.75
337			01 2620 610 2 001 000	\$26.75
338		NOLEAD	01 2650 626 1 001 000	\$3,599.97
339			01 2650 626 2 001 000	\$3,599.97
340			01 2712 626 1 001 000	\$1,799.99
341	MEISINGER OIL CO Total			\$17,711.59
342	MENARDS	BLUE WIREGARD	01 2620 610 1 001 014	\$9.49
343		BULB	01 2620 610 1 001 012	\$6.79
344		EXHAUST CAP	01 2620 610 2 001 000	\$5.88
345		HARDWARE KIT FOR AFS	01 2620 610 2 001 001	\$55.96
346		INSERT COUPLING	01 2620 610 2 001 001	\$4.86
347		LPP SUPPLIES	01 2620 610 1 001 021	\$61.81
348		MAINT. SUPPLIES	01 2620 610 1 001 000	\$12.00
349			01 2620 610 2 001 000	\$11.99
350		SAW BLADE	01 2620 610 1 001 000	\$6.50
351			01 2620 610 2 001 000	\$6.49
352		SUPPLIES	01 2620 610 1 001 000	\$36.59
353			01 2620 610 1 001 005	\$94.01
354			01 2620 610 1 001 008	\$17.15
355			01 2620 610 2 001 000	\$36.58
356		TUBING AND KNIVES	01 2620 610 1 001 000	\$67.92
357		VACUUM BREAKER REPAIR KIT	01 2620 610 1 001 000	\$7.15
358			01 2620 610 2 001 000	\$7.15
359		VINEGAR	01 2620 610 1 001 000	\$13.35
360			01 2620 610 2 001 000	\$13.35
361		WHIRLPOOL FILTER	01 2620 610 2 001 001	\$59.98
362		WP SUPPLIES	01 2620 610 1 001 012	\$40.98
363		YARD FORCE EDGER BLADE	01 2630 610 1 001 000	\$12.99
364			01 2630 610 2 001 000	\$12.99
365	MENARDS Total			\$601.96
366	METAL DOORS & HARDWARE CO.	LOCK CORES	01 1100 610 1 705 008	\$440.16
367			01 2660 610 1 035 000	\$440.16
368	METAL DOORS & HARDWARE CO. Total			\$880.32

369	MILLER, AMY	CONTRACTED PT SERVICES MILEAGE	01 2171 334 1 004 000	\$80.85
370		CONTRACTED PT SERVICES SCHOOL	01 2171 320 1 004 000	\$5,589.25
371	MILLER, AMY Total			\$5,670.10
372	MILLER, TIM	CDL	01 2710 890 1 001 000	\$30.25
373			01 2710 890 2 001 000	\$30.25
374		GIRLS TRACK @ RALSTON	01 2190 580 2 001 000	\$12.00
375	MILLER, TIM Total			\$72.50
376	MUELLER, JULIE	STAFF MILEAGE	01 2152 333 1 004 021	\$92.66
377			01 2153 333 1 004 000	\$64.12
378	MUELLER, JULIE Total			\$156.78
379	NAPA OF NORFOLK	GASKET SEALER	01 2650 610 1 001 000	\$2.50
380			01 2650 610 2 001 000	\$2.49
381		SUPPLIES	01 2650 610 1 001 000	\$5.15
382			01 2650 610 2 001 000	\$5.14
383	NAPA OF NORFOLK Total			\$15.28
384	NCS PEARSON	Q-INTERACTIVE USE MARCH	01 2141 610 1 014 000	\$141.67
385			01 2141 610 2 014 000	\$141.66
386			01 2142 610 1 014 000	\$31.50
387	NCS PEARSON Total			\$314.83
388	NCSA	MEMBERSHIP	01 2410 810 2 209 001	\$1,155.00
389		MEMBERSHIP RENEWAL/ERWIN	01 2410 810 2 209 001	\$585.00
390		NASBO STATE CONVENTION	01 2320 330 1 033 000	\$90.00
391			01 2320 330 2 033 000	\$90.00
392		NASES CONFERENCE	01 1200 330 1 004 000	\$140.00
393			01 1200 330 2 004 000	\$140.00
394		NASES CONFERENCE LUHR	01 1200 330 1 004 000	\$70.00
395			01 1200 330 2 004 000	\$70.00
396		NASES SPRING CONF	01 6969 330 1 028 000	\$70.00
397			01 6969 330 2 028 000	\$70.00
398		NASES/CASE/CEC	01 1200 330 1 004 000	\$265.00
399			01 1200 330 2 004 000	\$265.00
400		NCSA/AASA MEMBERSHIP RENEWAL	01 2320 810 1 033 000	\$402.50
401			01 2320 810 2 033 000	\$402.50
402	NCSA Total			\$3,815.00

403	NEBRASKA PUBLIC POWER	ELECTRICITY	01 2610 621 1 001 000	\$2,543.16
404			01 2610 621 1 001 003	\$2,198.20
405			01 2610 621 1 001 004	\$2,548.03
406			01 2610 621 1 001 005	\$2,076.47
407			01 2610 621 1 001 008	\$1,836.11
408			01 2610 621 1 001 009	\$1,411.05
409			01 2610 621 1 001 010	\$1,934.30
410			01 2610 621 1 001 014	\$8,404.13
411			01 2610 621 1 001 021	\$1,557.80
412			01 2610 621 2 001 000	\$2,543.15
413			01 2610 621 2 001 001	\$38,265.37
414			01 2610 621 2 001 002	\$10,545.98
415	NEBRASKA PUBLIC POWER Total			\$75,863.75
416	NEBRASKA SAFETY CENTER	TRANSPORTATION COURSE	01 2570 890 1 001 000	\$100.00
417			01 2570 890 2 001 000	\$100.00
418	NEBRASKA SAFETY CENTER Total			\$200.00
419	NORFOLK AREA CHAMBER OF COMM	BOARD OF DIRECTORS MEETING	01 2320 890 1 033 000	\$5.00
420			01 2320 890 2 033 000	\$5.00
421		BUSINESS AFTER HOURS	01 2310 810 1 010 000	\$4.00
422			01 2310 810 2 010 000	\$4.00
423			01 2320 810 1 033 000	\$4.00
424			01 2320 810 2 033 000	\$4.00
425	NORFOLK AREA CHAMBER OF COMM Total			\$26.00
426	NORFOLK ARTS CENTER	SPRING PLAY	01 1100 610 1 201 003	\$147.00
427			01 1100 610 1 705 008	\$156.00
428			01 1100 610 1 904 012	\$105.00
429			01 2670 810 1 035 000	\$358.00
430	NORFOLK ARTS CENTER Total			\$766.00
431	NORFOLK AUTO SUPPLY	FILTER VEHICLE #9	01 2710 610 1 001 000	\$22.20
432			01 2710 610 2 001 000	\$22.19
433	NORFOLK AUTO SUPPLY Total			\$44.39
434	NORFOLK COUNTRY CLUB	ACTION COUNCIL MEALS	01 2320 890 1 033 000	\$9.32
435			01 2320 890 2 033 000	\$9.32
436	NORFOLK COUNTRY CLUB Total			\$18.64

437	NORFOLK DAILY NEWS	22/23 SUBSCRIPTION	01 2220 640 2 228 001	\$270.00
438		ADS	01 2310 540 1 001 000	\$29.06
439			01 2310 540 2 001 000	\$29.06
440			01 2510 540 1 001 000	\$67.89
441			01 2510 540 1 901 000	\$335.90
442			01 2510 540 2 001 000	\$67.88
443			01 2510 540 2 901 000	\$335.89
444		ADS	01 2310 540 1 010 000	\$274.95
445			01 2310 540 2 010 000	\$274.94
446		SUBSCRIPTION RENEWAL	01 2410 610 2 209 001	\$135.00
447	NORFOLK DAILY NEWS Total			\$1,820.57
448	NORFOLK IMPLEMENT INC	AIR FILTER AND GROMMET ASSY	01 2650 610 1 001 000	\$20.44
449			01 2650 610 2 001 000	\$20.43
450		SHOP SUPPLIES	01 2630 610 1 001 000	\$40.25
451			01 2630 610 2 001 000	\$40.25
452	NORFOLK IMPLEMENT INC Total			\$121.37
453	NORFOLK LODGE AND SUITES	NPS MEETINGS ACCREDITATION	01 2214 580 1 901 000	\$547.45
454			01 2214 580 2 901 000	\$547.45
455	NORFOLK LODGE AND SUITES Total			\$1,094.90
456	NORFOLK NOW MAGAZINE	MAGAZINE AD	01 2310 540 1 010 000	\$237.50
457			01 2310 540 2 010 000	\$237.50
458	NORFOLK NOW MAGAZINE Total			\$475.00
459	NORFOLK SENIOR HIGH SCHOOL	MATH CLUB	01 6968 340 2 001 002	\$150.00
460	NORFOLK SENIOR HIGH SCHOOL Total			\$150.00
461	NORFOLK WINSUPPLY	A71 INSIDE COVER	01 2620 610 2 001 002	\$30.84
462		CLOSET GASKET	01 2620 610 1 001 000	\$26.64
463			01 2620 610 2 001 000	\$26.64
464		FILTERS	01 2620 610 1 001 000	\$294.30
465			01 2620 610 1 001 009	\$312.83
466			01 2620 610 1 001 014	\$1,272.00
467			01 2620 610 1 001 021	\$51.00
468			01 2620 610 2 001 000	\$294.30
469			01 2620 610 2 001 001	\$1,129.80
470			01 2620 610 2 001 002	\$1,364.76

471		OVAL CAPACITOR AND PUMP	01 2620 610 2 001 001	\$30.70
472		PLEATED FILTER	01 2620 610 1 001 012	\$262.15
473		SUPPLIES	01 2620 610 2 001 002	\$76.24
474	NORFOLK WINSUPPLY Total			\$5,172.20
475	NORTHEAST COMMUNITY	LIFELONG LEARNING CENTER	01 2320 810 1 033 000	\$100.00
476	NORTHEAST COMMUNITY Total			\$100.00
477	NOVA FITNESS EQUIPMENT	MAINTENANCE ON NORAMCO	01 1100 340 1 414 014	\$477.18
478	NOVA FITNESS EQUIPMENT Total			\$477.18
479	NPS SUBSIDIARY	ASCD MEMBERS/OSWALD, THELEN,	01 6310 810 1 028 000	\$133.50
480			01 6310 810 2 028 000	\$133.50
481		BACKGROUND CHECKS #8	01 2510 340 1 001 000	\$2.00
482			01 2510 340 2 001 000	\$2.00
483		CABLE BOXES	01 2410 340 2 209 001	\$11.89
484			01 2510 340 1 001 000	\$2.77
485			01 2510 340 2 001 000	\$2.76
486			01 2670 340 1 035 000	\$2.76
487			01 2670 340 2 035 000	\$2.76
488		CELL PHONES	01 2670 382 1 035 000	\$220.92
489			01 2670 382 2 035 000	\$220.92
490			01 2710 382 1 001 000	\$214.92
491			01 2710 382 2 001 000	\$214.92
492			01 3541 382 1 004 000	\$160.77
493			01 6910 382 1 004 000	\$53.59
494			01 6968 382 1 001 014	\$15.92
495			01 6968 382 2 001 002	\$15.92
496		CHAIR MATS #24	01 1100 610 2 141 002	\$119.22
497		CLASSROOM FURNITURE	01 2620 610 1 001 003	\$1,275.15
498		CLASSROOM MATERIALS #9	01 1100 610 1 305 004	\$15.99
499		CLASSROOM ORGANIZATION #9	01 2120 610 1 309 004	\$79.74
500		CLASSROOM SUPPLIES #10	01 1190 610 1 163 021	\$1,173.08
501		CLASSROOM SUPPLIES #13	01 1100 610 1 406 014	\$261.20
502			01 1200 610 1 493 014	\$429.20
503		CLASSROOM SUPPLIES #21	01 1100 610 2 204 001	\$79.55
504			01 1100 610 2 206 001	\$23.84

505		01 1100 610 2 211 001	\$141.68
506	CLASSROOM SUPPLIES #22	01 1100 610 2 211 001	\$361.96
507	CLASSROOM SUPPLIES #28	01 1100 610 2 204 001	\$83.95
508	CLASSROOM SUPPLIES #29	01 1100 610 2 208 001	\$108.86
509	CLASSROOM SUPPLIES #6	01 1100 610 1 125 010	\$165.28
510	CLASSROOM SUPPLIES #9	01 1100 610 1 304 004	\$59.40
511		01 1100 610 1 305 004	\$42.69
512		01 1100 610 1 306 004	\$99.13
513		01 1100 610 1 311 004	\$37.11
514		01 1100 610 1 321 004	\$44.84
515	CLUB SUPPLIES #18	01 6968 610 1 001 014	\$133.70
516	COLT LUNCH #1	01 2320 890 1 033 000	\$77.40
517		01 2320 890 2 033 000	\$77.39
518	COMMUNICATION FOLDERS #13	01 1100 610 1 405 014	\$259.00
519	DEPENDENT/HEALTHCARE	01 2510 340 1 001 000	\$271.20
520		01 2510 340 2 001 000	\$271.20
521	DESKTOP HELPERS #9	01 1100 610 1 304 004	\$62.27
522	DISPLAY SHELVES #6	01 1100 610 1 126 010	\$44.98
523	ELECTRICITY	01 2610 621 1 001 012	\$1,697.31
524	EXCELLENCE PINS #16	01 2410 610 1 704 008	\$79.28
525	FAN SUPPLIES #10	01 3541 610 1 004 000	\$220.88
526	FINANCE MEETING MEAL #20	01 2510 890 1 001 000	\$26.72
527		01 2510 890 2 001 000	\$26.72
528	FOOD LAB SUPPLIES #24	01 1100 610 2 111 002	\$53.26
529	GENERAL SUPPLIES #16	01 3535 610 1 027 009	\$41.18
530	GENERAL SUPPLIES #6	01 1200 610 1 153 010	\$21.39
531	GNS MEETING LODGING #1	01 2320 580 1 033 000	\$96.00
532		01 2320 580 2 033 000	\$96.00
533	GNS MEETING #1	01 2320 580 1 033 000	\$11.47
534		01 2320 580 2 033 000	\$11.47
535	GRADUATION TICKETS	01 2410 610 2 209 001	\$237.00
536	HEADPHONES #13	01 1100 610 1 430 014	\$79.80
537	HITACHI BULB #3	01 1100 650 1 904 012	\$89.20
538	INK CARTRIDGES #29	01 1100 610 2 211 001	\$303.35

539	LAMINATING FILM #9	01 1100 610 1 302 004	\$125.25
540	LAPTOP SUPPLIES	01 1200 610 1 004 012	\$119.00
541	LIBRARY FURNITURE	01 2620 610 1 001 005	\$4,373.56
542	MARCHING BAN SHOW MUSIC AND	01 1100 610 2 202 001	\$2,250.00
543	MEETING MEAL #17	01 1200 580 1 004 000	\$32.72
544		01 1200 580 2 004 000	\$32.71
545	MEETING SUPPLIES #20	01 2310 610 1 001 000	\$74.77
546		01 2310 610 2 001 000	\$74.76
547	NASES LODGING #20	01 1200 580 1 004 000	\$476.00
548		01 1200 580 2 004 000	\$476.00
549	NE YOUNG CHILD INSTITUTE REG	01 6416 330 1 017 000	\$280.00
550	PLATES #20	01 2510 610 1 001 000	\$12.63
551		01 2510 610 2 001 000	\$12.63
552	POWER LIFT GATE REPAIR	01 2650 340 1 001 000	\$405.75
553		01 2650 340 2 001 000	\$405.75
554	PROJECTOR #24	01 1200 650 2 004 002	\$507.48
555	PROJECTOR LAMP #6	01 1100 650 1 104 010	\$89.20
556	RADIATOR #8	01 2712 610 1 001 000	\$1,857.40
557		01 2712 610 2 001 000	\$1,857.39
558	RADIATOR MOUNTS #8	01 2710 610 1 001 000	\$83.33
559		01 2710 610 2 001 000	\$83.33
560	REGISTRATION REFUND #20	01 1200 330 1 004 000	-\$60.00
561		01 1200 330 2 004 000	-\$60.00
562	SEAL IT #20	01 2510 531 1 001 000	\$27.43
563		01 2510 531 2 001 000	\$27.42
564	SEQUINS #24	01 1100 610 2 108 002	\$12.98
565	SNACK NUTRITION LAB SUPPLIES	01 1100 610 2 111 002	\$13.96
566	SPANISH BOOKS #24	01 1100 640 2 139 002	\$465.00
567	SPED LEADERSHIP TEAM LUNCH #17	01 1200 610 1 004 000	\$59.77
568		01 1200 610 2 004 000	\$59.77
569	STAGE MAKEUP #24	01 1100 610 2 108 002	\$110.00
570	STICKERS #3	01 1100 610 1 904 012	\$29.92
571	STOOLS #19	01 1100 610 1 702 008	\$59.64
572		01 1150 610 1 755 008	\$119.28

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STUDENT INCENTIVES #3	01 1100 610 1 904 012	\$21.38
STUDENT SUPPLIES #17	01 1200 610 1 004 000	\$23.07
SUPPLIES #10	01 1190 610 1 163 021	\$384.93
	01 3541 610 1 004 000	\$212.16
SUPPLIES #13	01 1100 610 1 407 014	\$280.38
	01 1200 610 1 493 014	\$122.97
	01 2410 610 1 430 014	\$159.99
SUPPLIES #14	01 1100 610 1 602 005	\$304.02
	01 1100 610 1 610 005	\$144.16
	01 1100 610 1 664 005	\$10.69
	01 2120 610 1 605 005	\$150.00
SUPPLIES #15	01 1100 610 1 215 003	\$183.81
SUPPLIES #16	01 1100 610 1 201 003	\$62.47
	01 1100 610 1 708 008	\$214.81
	01 1100 610 1 709 008	\$211.80
	01 1100 610 1 722 008	\$62.48
	01 1150 610 1 755 008	\$56.57
	01 2410 610 1 704 008	\$71.23
	01 3535 610 2 027 000	\$247.62
SUPPLIES #18	01 2410 610 1 201 003	\$130.76
SUPPLIES #22	01 1100 610 2 204 001	\$143.52
SUPPLIES #24	01 1100 610 2 106 002	\$12.08
	01 1100 610 2 113 002	\$562.34
	01 1100 610 2 135 002	\$51.50
	01 1100 610 2 138 002	\$42.68
	01 1100 610 2 139 002	\$40.00
	01 1100 610 2 141 002	\$44.51
	01 1200 610 2 022 002	\$280.21
	01 1100 610 2 206 001	\$136.43
01 2620 610 2 715 001	\$103.60	
SUPPLIES #3	01 1100 610 1 909 012	\$111.93
	01 1100 610 1 918 012	\$181.63
SUPPLIES #6	01 1100 610 1 104 010	\$15.46
	01 1100 610 1 124 010	\$138.82

607			01 1100 610 1 128 010	\$147.93
608			01 1200 610 1 155 010	\$443.96
609	SUPPLIES #7		01 2214 610 1 901 000	\$420.88
610			01 2214 610 2 901 000	\$420.88
611	TELEPHONE		01 2510 382 1 001 000	\$195.23
612			01 2510 382 1 001 003	\$99.10
613			01 2510 382 1 001 004	\$98.69
614			01 2510 382 1 001 005	\$99.10
615			01 2510 382 1 001 008	\$99.10
616			01 2510 382 1 001 009	\$99.10
617			01 2510 382 1 001 010	\$99.10
618			01 2510 382 1 001 012	\$95.21
619			01 2510 382 1 001 014	\$198.57
620			01 2510 382 1 001 021	\$98.69
621			01 2510 382 2 001 000	\$195.22
622			01 2510 382 2 001 001	\$397.37
623			01 2510 382 2 001 002	\$201.47
624	TEST AND FORMS #17		01 2151 610 1 024 000	\$572.95
625			01 2151 610 2 024 000	\$572.95
626	TPOT RELIABILITY WORKSHOP #10		01 1190 330 1 163 021	\$95.00
627	TURBO SCOOTERS #9		01 1100 610 1 302 004	\$7.17
628			01 1100 610 1 318 004	\$150.00
629	WATER AND SEWER		01 2610 410 1 001 012	\$75.12
630	WOODS EQUIPMENT MOTOR		01 2410 610 2 209 001	\$760.30
631	NPS SUBSIDIARY Total			\$35,359.79
632	NPS-EMPLOYEE BENEFIT FUND	2021 WC AUDIT	01 2510 271 1 001 000	\$18,287.50
633			01 2510 271 2 001 000	\$18,287.50
634	NPS-EMPLOYEE BENEFIT FUND Total			\$36,575.00
635	NUMOTION	MEDIUM PELVIC HARNESS	01 2171 610 1 004 009	\$392.40
636	NUMOTION Total			\$392.40
637	OHL, CASSIE	STAFF MILEAGE	01 2141 333 1 014 000	\$4.89
638			01 2142 333 1 014 000	\$4.88
639	OHL, CASSIE Total			\$9.77
640	OMAHA WORLD HERALD	CLASSIFIED ADS	01 2510 540 1 901 000	\$2,460.00

641			01 2510 540 2 901 000	\$2,460.00
642	OMAHA WORLD HERALD Total			\$4,920.00
643	PALLAS, MEGAN	STAFF MILEAGE	01 1200 333 1 004 000	\$7.49
644	PALLAS, MEGAN Total			\$7.49
645	PERMA BOUND	BOOKS & PERIODICALS	01 2220 640 1 030 000	\$173.54
646	PERMA BOUND Total			\$173.54
647	PERRIN, KARI	PARENT MILEAGE	01 2713 332 1 004 021	\$56.86
648	PERRIN, KARI Total			\$56.86
649	PERRY,GUTHERY,HAASE	LEGAL SERVICES	01 2330 317 1 001 000	\$1,810.14
650			01 2330 317 2 001 000	\$1,810.13
651	PERRY,GUTHERY,HAASE Total			\$3,620.27
652	POLLARD PUMPING	ADMIN JET LINES	01 2620 431 1 001 000	\$105.00
653			01 2620 431 2 001 000	\$105.00
654		MS JETLINE AND MANHOLE	01 2620 431 1 001 014	\$1,540.00
655		SH MANHOLE AND JET LINES	01 2620 431 2 001 001	\$500.00
656		SH TANK DISPOSAL AND JET LINES	01 2620 431 2 001 001	\$490.00
657	POLLARD PUMPING Total			\$2,740.00
658	PRESENCE LEARNING, INC	MARCH22 CONTRACTED SHCOOL	01 6421 320 2 004 001	\$12,840.00
659	PRESENCE LEARNING, INC Total			\$12,840.00
660	PRIME SANITATION SERVICE	APRIL 2022	01 2610 420 1 001 000	\$2,047.50
661			01 2610 420 2 001 000	\$2,047.50
662	PRIME SANITATION SERVICE Total			\$4,095.00
663	PURELAND SUPPLY	PROJECTOR LAMP	01 1100 650 1 802 009	\$88.38
664	PURELAND SUPPLY Total			\$88.38
665	QUILL CORPORATION	BINDERS	01 1100 610 2 211 001	\$3.70
666		CENTRAL SUPPLY	01 1100 610 0 001 000	\$506.53
667		CLASSROOM SUPPLIES	01 2410 610 2 209 001	\$18.04
668		CONSTRUCTION PAPER	01 1100 610 1 801 009	\$28.20
669	QUILL CORPORATION Total			\$556.47
670	RAMIREZ, SILVIA	PARENT MILEAGE	01 2713 332 1 004 021	\$49.14
671	RAMIREZ, SILVIA Total			\$49.14
672	RASMUSSEN MECHANICAL	CHECKED ALL OPERATIONS IN GYM	01 2620 431 1 001 014	\$673.00
673		DDC CONTROLS FOR ADDITION	01 2620 431 1 001 003	\$19,588.00
674		REPLACED FAN MOTOR AND BLOWER	01 2620 431 2 001 002	\$2,372.10

675		REPLACED FAN MOTOR RM 104	01 2620 431 1 001 014	\$1,827.94
676		REPLACED MODULE IN ROOM 135	01 2620 431 1 001 010	\$839.37
677		RETURN FAN NOT WORKING	01 2620 431 2 001 001	\$2,502.00
678		RM 419 VAV BOX	01 2620 431 2 001 001	\$8,423.00
679	RASMUSSEN MECHANICAL Total			\$36,225.41
680	READING WAREHOUSE, THE	BOOKS & PERIODICALS	01 2220 640 1 030 000	\$2,899.25
681	READING WAREHOUSE, THE Total			\$2,899.25
682	REALLY GOOD STUFF	TAKE HOME FOLDERS	01 1100 610 1 201 003	\$205.05
683		WRITING JOURNALS	01 1100 640 1 028 000	\$754.20
684	REALLY GOOD STUFF Total			\$959.25
685	RETROFIT COMPANIES, INC.	CHEMICAL WASTE DISPOSAL	01 2620 350 1 001 000	\$8,434.13
686			01 2620 350 2 001 000	\$8,434.12
687	RETROFIT COMPANIES, INC. Total			\$16,868.25
688	ROCHA, ANGELICA	INTERPRETER	01 1150 350 1 004 014	\$38.96
689	ROCHA, ANGELICA Total			\$38.96
690	ROTTER-HANSEN, CYNTHIA	PD FOR NORFOLK CATHOLIC	01 6310 340 1 028 000	\$5,000.00
691	ROTTER-HANSEN, CYNTHIA Total			\$5,000.00
692	SCHOENHERR, BETH	ELL TEACHER MILEAGE	01 1150 333 1 004 000	\$31.82
693	SCHOENHERR, BETH Total			\$31.82
694	SCHOLASTIC, INC.	FAMILY ENGAGEMENT SUPPLIES	01 3541 610 1 004 000	\$400.50
695	SCHOLASTIC, INC. Total			\$400.50
696	SCHOOL SPECIALTY, LLC	FURNISHING FOR NEW ROOMS	01 2620 610 1 001 003	\$5,274.20
697	SCHOOL SPECIALTY, LLC Total			\$5,274.20
698	SCHUMACHER, EMILY	PARENT MILEAGE	01 2710 332 1 001 000	\$810.98
699	SCHUMACHER, EMILY Total			\$810.98
700	SERVICEMASTER OF NORFOLK	MARCH CUSTODIAL/CLEANING	01 2610 420 1 001 000	\$1,748.50
701			01 2610 420 1 001 005	\$2,753.00
702			01 2610 420 1 001 008	\$3,304.00
703			01 2610 420 1 001 010	\$6,608.00
704			01 2610 420 1 001 012	\$4,405.00
705			01 2610 420 1 001 021	\$6,608.00
706			01 2610 420 2 001 000	\$1,748.50
707	SERVICEMASTER OF NORFOLK Total			\$27,175.00
708	SIEVERT, DANIEL	NETA CONFERENCE	01 6310 330 2 028 000	\$189.00

709			01 6310 333 2 028 000	\$138.06
710			01 6310 580 2 028 000	\$386.88
711	SIEVERT, DANIEL Total			\$713.94
712	SITSPOTS	BLACK NUMBERS 1-30	01 1100 610 1 126 010	\$31.36
713	SITSPOTS Total			\$31.36
714	SMEKENS EDUCATION	WEBPD 12 MONTH SUBSCRIPTION	01 6969 340 1 028 000	\$792.00
715	SMEKENS EDUCATION Total			\$792.00
716	SOUTH SIOUX CITY COMMUNITY	DEAF ED INTERP SERVICES	01 2151 591 2 004 000	\$2,550.67
717	SOUTH SIOUX CITY COMMUNITY Total			\$2,550.67
718	STANLEY PETROLEUM	CHANGED NOZZLE	01 2620 431 1 001 000	\$72.57
719			01 2620 431 2 001 000	\$72.56
720		REPAIR OF DIESEL PUMP HOSE	01 2620 610 1 001 000	\$77.26
721			01 2620 610 2 001 000	\$77.25
722		REPLACED FILTER	01 2620 431 1 001 000	\$46.38
723			01 2620 431 2 001 000	\$46.37
724	STANLEY PETROLEUM Total			\$392.39
725	STAPLES	CENTRAL SUPPLY	01 1100 610 0 001 000	\$4,873.31
726	STAPLES Total			\$4,873.31
727	SYNCB/AMAZON	AUTO LAB SUPPLIES	01 1100 610 2 211 001	\$225.92
728		BINDERS AND FILES	01 1200 610 1 004 000	\$131.77
729			01 1200 610 2 004 000	\$131.76
730		CARD STOCK	01 1100 610 1 028 000	\$109.62
731		CENTRAL SUPPLY	01 1100 610 0 001 000	\$682.73
732		CLASSROOM BOOKS	01 1200 610 2 291 001	\$134.85
733		CLASSROOM SUPPLIES	01 1100 610 2 206 001	\$231.88
734		FILE POCKETS	01 2510 610 1 001 000	\$25.88
735			01 2510 610 2 001 000	\$25.87
736		GENERAL SUPPLIES	01 1100 610 1 801 009	\$54.77
737			01 1200 610 1 853 009	\$171.26
738		GUIDE FOR SUPPORTING SCHOOL	01 1200 610 1 004 000	\$36.00
739			01 1200 640 2 004 000	\$36.00
740		HEADSET FOR SH RESOURCE	01 1200 610 2 004 001	\$38.97
741		IPAD CASE	01 1200 610 1 004 014	\$29.50
742		KYOCERA FLIP PHONE CASE	01 2620 610 1 001 000	\$37.38

743			01 2620 610 2 001 000	\$37.37
744		PD BOOK FOR LHNE	01 6310 640 2 028 000	\$21.29
745		PROJECTOR	01 2230 650 1 005 012	\$467.08
746		PROJECTOR BULBS	01 2410 610 2 209 001	\$197.64
747		SHOULDER STRAP PADS	01 1200 610 1 004 014	\$17.98
748	SYNCB/AMAZON Total			\$2,845.52
749	TEACHER SYNERGY LLC	THERAPY MATERIALS	01 2151 610 1 496 014	\$80.78
750	TEACHER SYNERGY LLC Total			\$80.78
751	TEXTBOOK WAREHOUSE	TEXTBOOK LOAN/CATHOLIC	01 1117 640 1 028 000	\$3,656.40
752	TEXTBOOK WAREHOUSE Total			\$3,656.40
753	THYSSENKRUPP ELEVATOR	ELEVATOR MAINT. CONTRACT	01 2620 431 1 001 000	\$212.37
754			01 2620 431 1 001 005	\$424.63
755			01 2620 431 1 001 014	\$424.63
756			01 2620 431 2 001 000	\$212.36
757			01 2620 431 2 001 001	\$424.63
758			01 2620 431 2 001 002	\$424.63
759	THYSSENKRUPP ELEVATOR Total			\$2,123.25
760	TIME MANAGEMENT SYSTEMS	SUPPORT SERVICE FOR TIMECLOCK	01 2510 340 1 001 000	\$472.88
761			01 2510 340 2 001 000	\$472.87
762	TIME MANAGEMENT SYSTEMS Total			\$945.75
763	TOPP, REBECCA	STAFF MILEAGE	01 1200 333 1 004 000	\$51.34
764			01 1200 333 2 004 000	\$51.33
765		TRAVEL AND EXPENSES	01 1200 333 1 004 000	\$69.62
766			01 1200 333 2 004 000	\$69.61
767			01 1200 580 1 004 000	\$13.00
768			01 1200 580 2 004 000	\$13.00
769	TOPP, REBECCA Total			\$267.90
770	TRUCK CENTER COMPANIES	REPAIR TO ROUTE BUS #4	01 2710 340 1 001 000	\$2,315.01
771			01 2710 340 2 001 000	\$2,315.01
772	TRUCK CENTER COMPANIES Total			\$4,630.02
773	U S POSTAL SERVICE	POSTAGE FOR METER	01 2510 531 1 001 000	\$255.00
774			01 2510 531 2 001 000	\$255.00
775	U S POSTAL SERVICE Total			\$510.00
776	UNIVERSITY OF NEBRASKA-	2022 EMBRYOLOGY UNIT	01 1100 610 1 125 010	\$75.00

777			01 1100 610 1 806 009	\$25.00
778			01 1100 610 1 812 009	\$25.00
779			01 1150 610 1 256 003	\$25.00
780		BUTTERFLY PROJECT	01 1100 610 1 124 010	\$60.00
781	UNIVERSITY OF NEBRASKA- Total			\$210.00
782	VERGARA, CARLA	PARENT MILEAGE	01 2713 332 1 004 021	\$254.59
783	VERGARA, CARLA Total			\$254.59
784	VIERGUTZ, AUSTIN	ACTIVITY WORKER	01 2190 120 2 001 000	\$52.50
785	VIERGUTZ, AUSTIN Total			\$52.50
786	WEGHER, ELLE	STAFF MILEAGE	01 2151 333 1 004 000	\$35.74
787	WEGHER, ELLE Total			\$35.74
788	WEST MUSIC COMPANY	GUIRO FISH WOOD STRIKER	01 1100 610 1 202 003	\$25.90
789		MUSIC SUPPLIES	01 1100 610 1 722 008	\$25.90
790	WEST MUSIC COMPANY Total			\$51.80
791	WIEBELHAUS, JULIE	STAFF MILEAGE	01 2230 333 1 005 000	\$28.78
792			01 2230 333 2 005 000	\$28.78
793	WIEBELHAUS, JULIE Total			\$57.56
794	WOLFE, SANDY	TRAVEL EXPENSE	01 2310 333 1 033 000	\$71.37
795			01 2310 333 2 033 000	\$71.37
796	WOLFE, SANDY Total			\$142.74
797	WORTHINGTON DIRECT	RUBBER TAK STRIPS	01 1100 610 1 201 003	\$103.11
798			01 2310 610 1 001 000	\$250.00
799			01 2310 610 2 001 000	\$250.00
800	WORTHINGTON DIRECT Total			\$603.11
801	ZEMAN, NICOLE	PARENT MILEAGE	01 2712 332 1 004 000	\$35.10
802	ZEMAN, NICOLE Total			\$35.10
803	ZONE, THE	APRIL22 PAYROLL M. FREUDENBURG	01 6968 340 1 001 014	\$633.45
804		PAYROLL MARCH22 J.CHAVEZ	01 6968 340 1 001 014	\$749.53
805	ZONE, THE Total			\$1,382.98
806	Grand Total			\$1,042,678.83
807				
808				
809	<u>NUTRITION FUND</u>			
810	ADVANCE AUTO PARTS	BRAKE PADS	02 3100 610 1 001 000	\$54.92

811			02 3100 610 2 001 000	\$54.91
812	ADVANCE AUTO PARTS Total			\$109.83
813	BORST, MITCH	GRADUATING SENIOR, LUCH ACCT	02 3100 890 0 001 000	\$194.25
814	BORST, MITCH Total			\$194.25
815	CHARTWELLS DINING SERVICES	8TH GRADERS LUNCHES AT NECC	02 3100 340 2 001 000	\$2,086.00
816	CHARTWELLS DINING SERVICES Total			\$2,086.00
817	HILLIARD, VALERIE	REFUND OF LUNCH ACCT. C.	02 3100 890 0 001 000	\$40.60
818	HILLIARD, VALERIE Total			\$40.60
819	HUFF CONSTRUCTION INC.	ADDITION/RENOVATION BEL AIR	02 3100 340 1 001 010	\$27,000.00
820	HUFF CONSTRUCTION INC. Total			\$27,000.00
821	JACKSON, NICOLE	REFUND OF LUNCH ACCT. N.	02 3100 890 0 001 000	\$30.00
822	JACKSON, NICOLE Total			\$30.00
823	KITTELSON, MELISSA	GRADUATING SENIOR LUNCH ACCT	02 3100 890 0 001 000	\$46.34
824	KITTELSON, MELISSA Total			\$46.34
825	LEDESMA, MIRTHA	LUNCH ACCT REFUND	02 3100 890 0 001 000	\$14.50
826	LEDESMA, MIRTHA Total			\$14.50
827	LUNCHTIME SOLUTIONS, INC.	APRIL MEALS	02 3100 340 1 001 000	\$147,227.61
828			02 3100 340 2 001 000	\$147,227.61
829		SMALL WARES	02 3100 610 1 001 000	\$7.08
830			02 3100 610 2 001 000	\$7.08
831	LUNCHTIME SOLUTIONS, INC. Total			\$294,469.38
832	NPS SUBSIDIARY	ANNUAL SERVICE FEE DARPRO	02 3100 340 1 001 021	\$100.00
833	NPS SUBSIDIARY Total			\$100.00
834	SELLIN, RHONDA	REFUND OF LUNCH ACCT.	02 3100 890 0 001 000	\$34.55
835	SELLIN, RHONDA Total			\$34.55
836	WALNOFER, KAYLA	LUNCH ACCT REFUNDED	02 3100 890 0 001 000	\$38.65
837	WALNOFER, KAYLA Total			\$38.65
838	Grand Total			\$324,164.10
839				
840				
841	COOPERATIVE FUND			
842	ANDERSON, MICHELLE	REIMB FOR DC TRIP KATELYN	04 1200 580 2 004 000	\$100.00
843	ANDERSON, MICHELLE Total			\$100.00
844	ANDRESS, ABBEY	BATTLE OF THE BOOKS COACH	04 1200 340 2 004 000	\$390.00

845	ANDRESS, ABBEY Total			\$390.00
846	BRABEC, PAM	REIMB FOR DC TRIP MORGAN	04 1200 810 2 004 000	\$100.00
847	BRABEC, PAM Total			\$100.00
848	BRAKENHOFF, KELLY	FAMILY FUN NIGHT	04 1200 610 1 004 000	\$149.90
849			04 1200 610 2 004 000	\$149.90
850	BRAKENHOFF, KELLY Total			\$299.80
851	EDUCATIONAL SERVICE UNIT	VP WORKSHOP B. FROWICK	04 1200 330 1 004 000	\$70.00
852	EDUCATIONAL SERVICE UNIT Total			\$70.00
853	KLEIN, CARRE	STAFF TRAVEL	04 1200 580 1 004 000	\$821.64
854			04 1200 580 2 004 000	\$821.63
855	KLEIN, CARRE Total			\$1,643.27
856	NPS GENERAL FUND	POSTAGE	04 1200 531 1 004 000	\$3.45
857			04 1200 531 2 004 000	\$3.44
858	NPS GENERAL FUND Total			\$6.89
859	NPS SUBSIDIARY	BOOM POINTS #26	04 1200 643 1 004 000	\$49.00
860			04 1200 643 2 004 000	\$49.00
861		COOP HOT SPOTS	04 1200 610 1 004 000	\$173.96
862			04 1200 610 2 004 000	\$173.96
863		LEARNING A-Z #26	04 1200 643 1 004 000	\$119.50
864			04 1200 643 2 004 000	\$119.50
865		MISC SUPPLIES CCDHH #26	04 1200 610 1 004 000	\$22.25
866			04 1200 610 2 004 000	\$22.25
867		WEEKEND TO SIGN SUPPLIES #26	04 1200 610 1 004 000	\$248.41
868	NPS SUBSIDIARY Total			\$977.83
869	U. S. CELLULAR	COOP HOT SPOTS	04 1200 610 1 004 000	\$86.98
870			04 1200 610 2 004 000	\$86.98
871	U. S. CELLULAR Total			\$173.96
872	VRASPIR, LISA	REIMB FOR DC TRIP HANNAH	04 1200 580 2 004 000	\$100.00
873	VRASPIR, LISA Total			\$100.00
874	Grand Total			\$3,861.75
875				
876				
877	QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND			
878	BOK FINANCIAL	SERIES 2020 AGENT FEE	09 5000 830 0 001 000	\$200.00

879		SERIES 2020 INTEREST	09 5000 832 0 001 000	\$70,400.00
880	BOK FINANCIAL Total			\$70,600.00
881	CANNON MOSS BRYGGER	ADDITION/RENOVATION ARCHITECTS	09 4500 340 1 001 003	\$1,525.00
882			09 4500 340 1 001 005	\$1,920.00
883	CANNON MOSS BRYGGER Total			\$3,445.00
884	OCC BUILDERS, LLC	LINCOLN ADDITION/RENOVATION	09 4500 340 1 001 005	\$137,988.00
885	OCC BUILDERS, LLC Total			\$137,988.00
886	RASMUSSEN MECHANICAL	CONTROLS UPDATE	09 2515 340 2 001 001	\$12,074.00
887	RASMUSSEN MECHANICAL Total			\$12,074.00
888	Grand Total			\$224,107.00
889				
890				
891	EMPLOYEE BENEFIT FUND			
892	DAKOTA TRUCK UNDERWRITERS	FINAL AUDIT 1/21-1/22	11 2900 340 1 001 000	\$18,287.50
893			11 2900 340 2 001 000	\$18,287.50
894	DAKOTA TRUCK UNDERWRITERS Total			\$36,575.00
895	Grand Total			\$36,575.00
896				
897				
898	STUDENT FEE FUND			
899	GONZALEZ, CESAR	CREDIT RECOVERY SUMMER SCHOOL	17 2190 610 0 976 000	\$20.00
900	GONZALEZ, CESAR Total			\$20.00
901	KRUGER, ADRIANNE	AFTERSHOCK SUPPLIES	17 2190 610 2 669 002	\$26.31
902	KRUGER, ADRIANNE Total			\$26.31
903	NPS SUBSIDIARY	CLUB SUPPLIES AMAZON #21	17 2190 610 2 669 002	\$167.95
904		CLUB SUPPLIES HOBBY LOBBY #18	17 2190 610 2 669 002	\$65.83
905		CLUB SUPPLIES WALMART #18	17 2190 610 2 669 002	\$363.46
906		WAIVABLE HATS #27	17 2190 610 2 512 001	\$1,437.00
907		WAIVABLE POLO SHIRTS #5	17 2190 610 2 278 001	\$462.00
908	NPS SUBSIDIARY Total			\$2,496.24
909	REESE, EVA	TECH FEE REFUND FEE WAIVER	17 2190 610 2 672 001	\$35.00
910	REESE, EVA Total			\$35.00
911	SAY, SHEVE	TECH FEE REFUND FEE WAIVER	17 2190 610 2 672 001	\$35.00
912	SAY, SHEVE Total			\$35.00

913	WERNER, DUSTYN	SUMMER SCHOOL REFUND	17 2190 610 0 976 000	\$20.00
914	WERNER, DUSTYN Total			\$20.00
915	WEST MUSIC COMPANY	PRACTICE PAD	17 2190 610 2 028 002	\$21.29
916		STAND, PRACTICE PAD	17 2190 610 2 028 002	\$61.79
917		TRIANGLE	17 2190 610 2 028 002	\$14.25
918	WEST MUSIC COMPANY Total			\$97.33
919	Grand Total			\$2,729.88

Potential Conflict Statement

Out of an abundance of caution, I hereby declare a potential conflict of interest and I am abstaining from voting on claim #167 for the month of May in the consent agenda for this meeting.

I have signed and filed this written disclosure with the secretary of the Board.

It is my intent to vote on all other remaining items listed on the consent agenda. My vote on the remainder of the consent items should not be taken as a vote one way or the other on the item(s) which I have identified or any of the matters set forth therein or related thereto.

Date: _____

Board Member (Leann Widhalm)

Potential Conflict Statement

Out of an abundance of caution, I hereby declare a potential conflict of interest and I am abstaining from voting on claim #796 for the month of May in the consent agenda for this meeting.

I have signed and filed this written disclosure with the secretary of the Board.

It is my intent to vote on all other remaining items listed on the consent agenda. My vote on the remainder of the consent items should not be taken as a vote one way or the other on the item(s) which I have identified or any of the matters set forth therein or related thereto.

Date: _____

Board Member (Sandy Wolfe)



Little Panthers Preschool Student Handbook

2022-2023



WELCOME!

The staff at Norfolk Public Schools would like to welcome you to our Little Panthers Preschool Program. Children, along with their parents, are the foundation of our program. We endeavor to create a partnership with parents that works on behalf of the child. We will accomplish this through parent-oriented programs as well as child-oriented activities. We know that we are not "home," but we plan on being the next best thing!

INTRODUCTION

Do you want your child to....

Develop the skills to become an avid reader?

Learn beginning math skills?

Improve speech and language skills?

Be creative?

Make decisions independently?

Develop physical coordination?

Get along well with others?

Be self-confident?

Enjoy learning?

Love school?

If you do, then our program at Little Panthers Preschool is perfect for your child because we share the same goals! For years parents have been asking, "What is my child actually learning in preschool? And what can I do at home to help?" This handbook describes what children are learning from the activities, learning environment, daily schedule, and from our conversations with them at school. Last, it suggests what you can do at home to help your child learn.

ORIENTATION PROCEDURES

Each family will have an orientation to the program (a home visit and open house) provided by the preschool teachers. During orientation the new family is introduced to the program goals, rules, and guidelines and will be introduced to the staff who will be working with them. The Handbook is explained, discussed, and signed by the parents.

OUR PHILOSOPHY

Norfolk Public Schools utilizes a Creative Curriculum and GOLD assessment in the children's classrooms. The philosophy behind our curriculum and assessment is that young children learn best by doing. Learning isn't just repeating what someone else says; it requires active thinking and experimenting to find out how things work and to learn firsthand about the world we live in.

In their early years, children explore the world around them by using all of their senses (touching, tasting, listening, smelling, and looking). In using real materials such as blocks and trying out their ideas, children learn about sizes, shapes, and colors, and they notice relationships between things.



In time, they learn to use one object to stand for another. This is the beginning of symbolic thinking. For example, they might pretend a stick is an airplane or a block is a hamburger. These early symbols - the stick and the block- are similar in shape to the objects they represent.

Gradually children become more and more able to use abstract symbols like words to describe their thoughts and feelings. They learn to "read" pictures, which are symbols of real people, places, and things. This exciting development in symbolic thinking takes place during the early childhood years as children play.

Play provides the foundation for academic or "school" learning. It is the preparation children need before they learn highly abstract symbols such as letters (which are symbols for sounds) and numbers (which are symbols for number concepts). Play enables us to achieve the key goals of our early childhood curriculum.

Play is the work of young children.



Earlier is NOT Better

Many parents are concerned when their children aren't practicing letters and numbers. They feel that worksheets and homework will prepare their children for elementary school. We could give your children workbooks. We could make them memorize the alphabet. We could drill them. We could test them. But if we do, your children may lose something very important.

Children who are rushed into reading and writing too soon miss important steps in learning and may suffer later on because they lack the foundation they need for using language. Children who are taught to read before they are ready may be able to sound out and recognize words, but they may also have little understanding of what they are reading. If they haven't been given time to play, they won't have explored objects enough to know what words (like hard, harder, and hardest) mean. If they aren't allowed to string beads, button, dress up, cut, paste, pour, and draw they won't develop the fine motor skills they need for writing.

Because math involves more than memorizing facts (like $2+2=4$), because it involves logical thinking, children shouldn't be pushed into paper and pencil arithmetic too soon. To acquire the foundation for logical thinking, children need many opportunities to count objects, sort them into piles, and add some to a pile and take some away. It is by playing games like these that they will learn to truly understand addition, subtraction, division, and multiplication. Without these concrete experiences, children may give correct answers but probably won't understand what they are doing and why.

Worst of all is children rushed into academic subjects too soon. They may lose their enthusiasm for learning and lose their sense of themselves as learners. If children are **told** what to learn and memorize by the teacher, they may become more passive and dependent learners, and be less excited about learning something new. Children who are given plenty of time to play, however, learn to ask their own questions and figure out their own answers. They are responsible for their own learning. They see themselves as explorers, discoverers, problem solvers, and inventors.

THE GOAL OF OUR CURRICULUM

The most important goal of our early childhood curriculum is to help children become enthusiastic learners. This means encouraging children to be active and creative explorers who are not afraid to try out their ideas and to think their own thoughts. Our goal is to help children become independent, self-confident, inquisitive learners. We're teaching them how to learn, not just in preschool and kindergarten, but all through their lives. We're allowing them to learn at their own pace and in the ways that are best for them. We're giving them good habits and attitudes, particularly a

positive sense of themselves, which will make a difference throughout their lives.

The activities we plan for children, the way we organize the environment, select toys and materials, plan the schedule, and talk with children are all designed to accomplish the goals of our curriculum and give your child a successful start in school.

WHAT CHILDREN LEARN AT HOME

Our curriculum works best when teachers and parents work together. Each of us has something valuable to contribute. We are trained in child development and early childhood education. We see how your child acts with other children and adults. We can assess what your child is learning and how he or she is progressing.

But only you have in-depth knowledge of your child. You know your child's interests, fears, joys, patterns, and past best.

You are most familiar with the world your child is trying to understand. You know about the relationships between the members of your family, and you have shared many of your child's experiences, from family events to trips to the doctor's office or the zoo.

This in-depth knowledge makes you central to your child's learning process and a very valuable resource for us as teachers. If you share with us what is happening to your child at home - the arrival of a new baby, the death of a pet, nightmares, temper tantrums, trips, separation or divorce - we can understand your child better. We can deal with both positive and difficult events through reassuring stories, imaginative dramatic play, and extra love and attention.

We also see you as your child's first and most important teacher. Your home is your child's first and continual learning environment. You decide your family's routines - when you get up, eat, play, do chores, visit friends, and go to bed. The way you talk with your children makes a tremendous difference in how they think, how they feel about themselves, and the kind of people they will become.

If we can work together-we can do some of the same things at school and at home-your child will be much better off. The more consistent we adults are, the more secure your child is likely to feel. And when children feel secure, they are more likely to explore, to experiment, and to learn.

DETAILS ABOUT OUR PRESCHOOL PROGRAM

PROGRAM COSTS

Our Little Panthers Preschool program is provided to the families of Norfolk at no cost to ensure that we are providing a highly effective program to all children regardless of family income.

HOURS

Our Little Panthers Preschool program has one location at 2500 W. Norfolk Avenue.

3 Year Old Half Day Classes (3 by July 31st)

Monday, Tuesday, Thursday, Friday

Morning Class: 8:00-11:30 (doors open for drop-off at 7:50)

Afternoon Class: 12:15-3:45 (doors open for drop-off at 12:15)

4 Year Old Full Day Classes (4 by July 31st)

Monday, Tuesday, Thursday, Friday

8:00-3:00 (doors open at 7:50)

*Students who turn 5 years of age on or before July 31st are not eligible for the Little Panthers Preschool program but are encouraged to enroll in your neighborhood elementary school for kindergarten.

AFTER SCHOOL PROGRAM

Little Panthers Preschool partners with Fits & Giggles Child Care to offer the Wheel After Three aftercare program. This program is held at LPP from 3:00-6:00 each school day ~~and then also offers full day care on Wednesdays and other no-preschool days as well.~~ Enrollment for the program will be held in early August. If interested, please reach out to our office to get additional information.

MEAL PROGRAM

Breakfast and Lunch is offered to the full day classes.

Snack is offered to the half day classes.

At Little Panthers Preschool, we use mealtime as an extension of our learning. Children learn many skills while sitting at the meal table with their friends and teachers. We work on manners, turn-taking while speaking and listening, as well as flexibility in being willing to try new foods. Because of this, we would prefer that our students eat the family style meal that is offered through the school.

Breakfast:

Free Meal Eligibility-- Free

Reduced Meal Eligibility-- \$0.30/meal

Full Pay Eligibility-- \$1.60/meal

If your child will not be eating school breakfast, then he/she will need to eat breakfast at home but will still be expected to sit at the meal table with his/her class. Please do not send breakfast into the school with your child.

Lunch:

Free Meal Eligibility-- Free

Reduced Meal Eligibility-- \$0.40/meal

Full Pay Eligibility-- \$2.95/meal

If your child will not be eating school lunch, then he/she is allowed to bring a sack lunch if it meets the following guidelines:

- Please fill your child's lunch with healthy meal options (fruits, vegetables, sandwiches, water/milk/juice)
- No soda, candy, cookies, etc.

PROGRAM OPERATIONS AND CLOSING

The Preschool Program will follow the official school calendar of the Norfolk Public Schools. In most cases, if Norfolk Public Schools is having school, the Preschool Program will be operating. Likewise, if Norfolk Public Schools is NOT having school then the Preschool Program will be closed as well.

There will be some additional days that the Norfolk Public Schools Preschool will not be in session. Those days will be communicated to you via notes and the Norfolk Public Schools Preschool calendar.

Please listen to the local radio stations if there is inclement weather and the Norfolk Public Schools will not be in session. You also will receive an automated phone call should school be delayed or canceled. If there is a 10:00 a.m. late start due to inclement weather, the morning half day class will NOT have school.

GENERAL POLICIES

VOLUNTEERING IN THE CLASSROOM

We welcome parents to volunteer in their child's classrooms when possible, this can look many different ways based on what can fit in your schedule. Collecting a few items for an upcoming project, cutting out materials that children will be using for an upcoming project, or reading with a student in the book corner are all great ways to

be a part of your child's education! If you are looking for ways to partner, just ask your child's teacher what you can do!

If you do plan to spend time in the classroom, NPS policy requires a background check to be completed by our Human Resources Office.

ILLNESS

If your child becomes ill at school, you will be notified immediately. It is preferred that there is a 24-hour wait time before the child returns to school if they are sent home with any of the following symptoms:

1. Temperature of 100 degrees Fahrenheit or higher
2. Diarrhea or vomiting
3. Sore or discharging eyes or ears
4. Profuse nasal discharge
5. Unexplained skin rash or irritation
6. Evidence of contagious disease
7. Head lice

RETURN FROM ILLNESS

If your child has been ill for (5) consecutive days, a permit from your doctor or examination by the school nurse is required. Please check with the school before bringing your child back.

ADMINISTERING MEDICINE

Medications may be given at school with written authorization of one parent/legal guardian. This is true for both over-the-counter and prescription medicines. The medicine sheet must be signed each day that we are to give the medication. With all medication, over-the-counter and prescription, the doctor's orders for giving the medication must be present. All medications must be contained in the original bottle. **These policies are part of our state regulations and must be followed.**

OUTDOOR PLAY

We believe that any child who is well enough to come to school is also well enough to take part in all of the school activities. This includes outdoor play, except in a few isolated instances, so please dress your child appropriately for the weather. They should have coats, hats, and mittens/gloves during the winter. They will not be allowed to stay indoors if they do not have the appropriate attire as all staff needs to be out on the playground.

CLOTHING

Please send your child in comfortable, washable play clothes as we are very busy! Each child should always have a change of clothing available in their backpack in case of spills and accidents. All belongings should be marked with your child's name. In winter, please dress your child warmly for outside activities.

TOYS/ITEMS FROM HOME

Toys and items from home are not encouraged, as they are often difficult to share and may get lost or broken. The school does not assume responsibility for toys brought from home.

ATTENDANCE

Attendance is crucial! We are learning new skills everyday and it is hard for your child to catch up if they miss too much school. If your child will be absent or coming late, please notify the school before 8:00 a.m. This will help us plan accordingly for meals and activities. If your child misses 2 consecutive days without notification a staff member will call to determine the problem. If a parent cannot be reached, a well-child check may be called in to the local police to ensure the safety of your child and your family. If absences continue, your child's slot may be given to the next child on the waiting list.

REPORTING SUSPECTED ABUSE

Nebraska statutes require that all professionals working with children report concerns they may have about possible child abuse or neglect to Child Protective Services or the Police Department. This information will be held in the strictest confidence, as is all information regarding children, families and staff at the school.

POSITIVE BEHAVIOR SUPPORTS

The behavior policy of Little Panthers Preschool Program is to develop a positive relationship between the caregiver(s) and your child as an individual person. We also believe that by providing a warm and caring atmosphere in which to grow and learn, and an interesting and challenging program, discipline problems will be kept to a minimum.

At the initial home visit and all following Parent Teacher Conferences, our teachers will refer to the Pawsitive Panthers Expectations. These expectations are:

***At LPP, we are RESPECTFUL**

We always listen and we use inside voices.

***At LPP, we are RESPONSIBLE**

We keep the classroom clean.

***At LPP, we are SAFE**

We use walking feet and kind hands.

By using the same positive language at home, your child will be more likely to understand the importance of these skills.

Students who are struggling to comply with program behavior expectations may have to meet with the principal. If there is an ongoing concern, the principal and classroom teacher will have a meeting with the parent(s) to discuss next steps regarding student behavior.

PARENTAL/GUARDIAN SUPPORT

We believe that parental/guardian support in the school system is very important and starts when your child enters preschool. As a parent/guardian, you can do a lot to support your child's efforts and help your child grow to his or her full potential. Please take time to show an interest in what your child is learning in school and in the information they bring home. Your child will enjoy school more thoroughly if they know that you support them.

As a Little Panthers Pawsitive Parent, I will:

- Drive safely through the parking lot by following posted signs and staying alert.
- Staying off my phone to ensure all children are safe and I can give my child and their teacher my full attention at drop off and pick up.
- Communicate with the school about changes in phone number, address, family situation, and resources that would benefit my family.
- Follow the building wide expectation of being nut aware by not providing meals or snacks that contain nuts.
- Model the importance of school by having my child arrive at school on time ready to learn and grow.
- Read and talk with my child everyday.
- **Enjoy the ride of watching my child learn through play and exploration!**

SUPPLIES

There are no required supplies for preschool as all will be provided by our program. If you would like to contribute to the classroom, please talk with your child's teacher. Any donated supplies will be appreciated, but are not required. There will be papers that go home every day so please provide your child with a full size backpack.

DROP-OFF & PICK-UP

Due to the young age of our students and to ensure their safety, children cannot be dropped off outside the building or allowed to walk out and enter a vehicle that is waiting. Parents/Guardians must park their vehicle and walk students to the exterior door.

For drop off and pick up, we use four doors at Little Panthers Preschool. This allows

for better parking and traffic flow and also allows our students to be greeted at the door and walked to their classrooms. Based on your child's classroom placement, they will enter a numbered door as follows:

Door 1 (east side of building) - Ramirez, Clausen, Behrens, Austin, Dasher

Door 2 (south side of building) - Pickinpaugh, Behrens, Drahotka, Bettin, Dasher

Door 3 (west side of building) - Todd, Luna

Door 4 (northwest side of building) - Marmolejo, Rehan

Your child's safety is our top priority. To ensure that your child is being dismissed with the correct adult, we use a ticket system at LPP. Each family will be provided two pick-up tickets that your family can share with the individuals that are approved to pick your child up from preschool. If you need additional tickets, please reach out to the office. These tickets will need to be shown by the approved transportation (including parents) every day at pick up.

Please keep us informed of any changes in your child's ride to or from school so we can ensure their safety. Even if the person is listed as an emergency contact, we will still require a proof of identification before your child is sent with them.

In the event of a district wide 10:00 late start, there will **NOT** be a morning session of 3 year old preschool. Full day sessions will begin at 10:00 a.m.

TRANSPORTATION

Transportation is the responsibility of the parent/caregiver unless the child is currently being served under an Individualized Education Plan (IEP).

BIRTHDAYS

If your child will be celebrating a birthday during the school year they are welcome to bring treats. If you choose to send treats, please check with your child's teacher about the number of students in the classroom. All snacks brought in must be pre-packaged with ingredients listed and nut-free.

HAND WASHING

It is very important that you are helping your child practice proper hand washing at home. We will be practicing this at school throughout the day. Please help them master this skill by encouraging them to do it correctly at home.

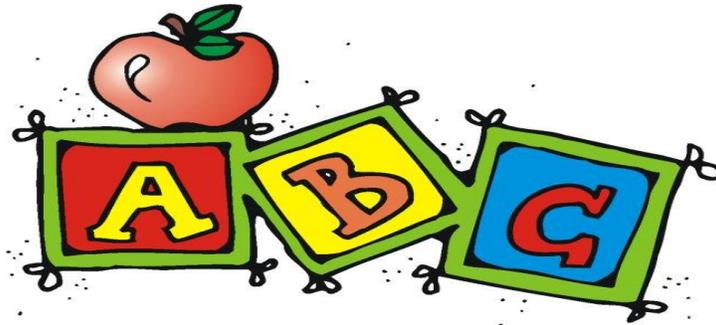
CONTACTING US

Please feel free to contact us at school **402-644-2501** if you have any questions or concerns. You can reach teachers before and after school or on Wednesdays. We are happy to return phone calls or meet with you after school. Please note that the

mornings are usually a very busy time of the day which makes it difficult to have an extended conversation, so if you need the time and attention of the teacher, please feel free to ask for a scheduled meeting time.

Our primary tool for consistent communication between teachers and parents is Seesaw. This is an app that allows you to see pictures of your child learning and having fun at school, message your child's teacher with questions, and also receive information about upcoming events at school, so please be sure to sign up!

Thank you for your support of Norfolk Public Schools Little Panthers Preschool Program. If you ever have questions, or just want to stop in and visit
YOU ARE ALWAYS WELCOME!



HARASSMENT POLICY (5401) for STUDENTS AND STAFF

Anti-discrimination, Anti-harassment, and Anti-retaliation

A. Elimination of Discrimination.

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

The Norfolk Public School District does not discriminate on the basis of sex, disability, race, (including skin color, hair texture, and protective hairstyles) color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status 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:

Students: Director of Student Services—512 Philip Avenue, Norfolk, NE 68701 (402) 644- 2500

Employees and Others: Resources Director—512 Philip Avenue, Norfolk, NE 68701 (402) 644-2500

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S.

Department of Education (OCR), please contact OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.

1. Purpose:

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

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

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

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

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

Discriminatory harassment because of a person's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, may include, but is not limited to:

a. Name-calling,

b. Teasing or taunting,

c. Insults, slurs, or derogatory names or remarks,

d. Demeaning jokes,

e. Inappropriate gestures,

f. Graffiti or inappropriate written or electronic material,

g. Visual displays, such as cartoons, posters, or electronic images,

h. Threats or intimidating or hostile conduct,

i. Physical acts of aggression, assault, or violence, or

j. Criminal offenses

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

harassment:

a. Unwelcome sexual advances or propositions,

b. Requests or pressure for sexual favors,

c. Comments about an individual's body, sexual activity, or sexual attractiveness,

d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,

e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,

f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or

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

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

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

2. Anti-retaliation:

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

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

3. Grievance (or Complaint) Procedures:

Employees or students should initially report all instances of discrimination, harassment or retaliation

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

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

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

i. Level 1 (Investigation and Findings):

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

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

The District will aim to complete its investigation within ten (10) working days after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will not exceed ten (10) additional working days without the consent of the complainant, unless the alleged victim agrees to a longer timeline. Periodic status updates will be given to the parties, when appropriate.

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

a. Providing the parties with the opportunity to present witnesses and provide evidence.

b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.

c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances,

expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.

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

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

a. A summary of the facts,

b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and

c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate discrimination, harassment or other inappropriate conduct.

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

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

ii. Level 2 (Appeal to the Superintendent):

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

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education within five (5) working days after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at a Board meeting to present his or her appeal. The party will be allowed to address the Board at the Board's next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next regularly scheduled Board meeting) or at a time and date agreed to by the Board, designated compliance

officer and the party. The Board will issue a written determination about the appeal within thirty (30) days after the party addresses the Board. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Confidentiality:

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

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

5. Training:

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

6. Designated Compliance Coordinators: Designated compliance coordinators will be responsible for:

a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.

b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.

c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).

d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.

e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.

f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation

standards and compliance requirements.

g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.

h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.

i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.

j. Recommending changes to this policy and grievance procedure.

k. Performing other duties as assigned. The designated compliance coordinators will not have other job responsibilities that may create a conflict of interest with their coordinator responsibilities.

7. Preventive Measures: The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with antidiscrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas (B.6.a-g) identified in the Training section, above.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Date of Adoption: September 14, 2015

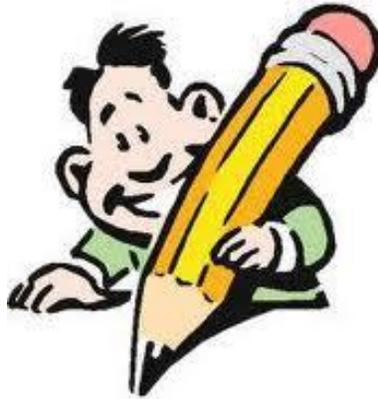
Date of Reaffirmation: March 12, 2018

Date of Revision: July 9, 2018

Date of Revision: July 12, 2021

Date of Reaffirmation: February 14, 2022

Little Panthers Preschool Parent Signature Page



I acknowledge receiving the Little Panthers Preschool handbook and the information has been explained to me.

Child's Name: _____

Parent Signature: _____

Date: _____

Students' Rights and Responsibilities

Nebraska State Law requires that each school district develop rules and regulations regarding students' rights and responsibilities and harassment, and distribute copies to students and parents. The attached rules and regulations are in effect for the 2022-2023 school year. We request that you return the Acknowledgment Sheet for our files. If you have any questions regarding the attached material, please feel free to contact a building administrator or the Director of Student Services.

The family of _____ received and had an opportunity to read the Elementary Handbook for Parents, which also includes **Policy 5101 Students' Rights and Responsibilities in Norfolk Public Schools and the Policy 5401 Student Harassment Policy** for students in the Norfolk Public Schools.

Parent/Guardian Signature: _____ Student Signature: _____

Student Signature: _____

Date: _____ Student Signature: _____

Permission for Excursion Trips

Your child(ren), _____		_____		_____	
NAME	GRADE	NAME	GRADE	NAME	GRADE
_____		_____		_____	
NAME	GRADE	NAME	GRADE	NAME	GRADE

Students may on occasion be given the opportunity to take trips of various types. These trips may be of an instructional and/or excursion variety, or in direct connection with a specific class assignment.

We need your written consent in order that your child may have the advantage(s) of participating in any of the activities that the school may sponsor.

Parent/Guardian Signature: **I consent:** _____

Date: _____ **I do not consent:** _____

School Directory Publication

Please check one.

YES or **NO**

_____ I give permission for my child/children to be included in their school's directory. The directory will include child's name, address and phone number. (No unlisted phone numbers are printed.) This directory may be used by school staff and may be released to outside agencies at the discretion of the building principal.

Student Image Use

Students may periodically be photographed or videotaped by the school or media for print in local or regional publications or school websites, and their names may be released to the media to accompany these photographs or videos, unless parents specifically request in writing to the building principal that their student(s) should not be included.

Parent/Guardian Signature: _____ Child's Name: _____

Date: _____

Non-Custodial Parent Notification

Complete information if non-custodial parent wishes to receive copies of grades and newsletters.

Please send information _____ in English or _____ in Spanish.

Name _____

Telephone Number _____

Address _____

City _____ State _____ Zip _____

NOTE: PLEASE RETURN THIS ENTIRE PAGE WITH ALL THE NECESSARY INFORMATION AND SIGNATURES COMPLETED BY FRIDAY, AUGUST 19, 2022

Addition to Student Code of Conduct
Appendix "3"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

PARENT'S AGREEMENT

In order to make sure that all members of Norfolk Public Schools community understand and agree to these rules of conduct, we ask that you as a parent/guardian sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by Norfolk Public Schools. As parent or guardian of the student named below, I grant permission for my son or daughter to access networked computer services such as electronic mail (e-mail) and the Internet. I understand that this free access is designed for educational purposes. I also understand that individuals may be held liable for violations of those Terms and Conditions. However, I also recognize that it is impossible to restrict access to all controversial materials and I will not hold Norfolk Public Schools responsible for materials acquired or sent via the network.

I agree not to hold the Norfolk Public Schools, any of its employees, or any institution providing network access to Norfolk Public Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name _____

Parent's Signature _____ Date: _____

This form will be retained on file by authorized
faculty designee for duration of applicable
computer/network/Internet use.

(Refer to Policy 6800 on pages 28-31)



ELEMENTARY HANDBOOK FOR PARENTS

2022-2023

Jami Jo Thompson, Ed.D.
Superintendent of Schools
512 Philip Avenue
P.O. Box 139
Norfolk, NE 68701-0139



Phone: (402)644-2500
Fax: (402)644-2506
jamijothompson@npsne.org
www.norfolkpublicschools.org
Twitter: @npspanthers

Dear Students, Parents, and Guardians:

The Norfolk Public Schools staff is excited to partner with you throughout the **2022-2023** school year to maintain a positive educational environment that is focused on student learning. Please take some time to review the information in this handbook, as it outlines many important district expectations and procedures that must be followed in order for us to have a successful year.

Nebraska State Law requires that each school district develop rules and regulations regarding Student Conduct, Students' Rights and Responsibilities, Harassment Policy, Student Fees Policy, Internet Use, and Students' Rights and Responsibilities in Extracurricular Activities, and that we distribute copies to students and parents. This handbook contains that information and is intended to be used by students, parents and staff as a guide to the rules, regulations and general information about **Norfolk Public Schools**. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise during any school day or school year. This handbook does not create a "contract." The administration reserves the right to make decisions and rule revisions at any time in order to implement the educational program and to assure the well-being of our students.

Thank you, in advance, for partnering with all of us at NPS, as we strive to prepare students with the skills and knowledge necessary to meet the challenges of a complex, global society. I look forward to meeting you and working with you to meet this important mission.

We request that you return the attached Acknowledgement Sheet for our files. If you have any questions regarding the attached material, please feel free to contact a building administrator or the Director of Student Services.

Sincerely,
Dr. Jami Jo Thompson
Superintendent of Schools

NORFOLK PUBLIC SCHOOLS

NORFOLK, NEBRASKA

ELEMENTARY HANDBOOK FOR PARENTS

2022-2023

Dr. Jami Jo Thompson

Superintendent of Schools

It is the policy of the Norfolk Public Schools, not to discriminate on the basis of race, national origin, creed, age, marital status, sex or disability in its educational programs, activities, or employment policies as required by Titles VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, the Section 504 Rehabilitation Act of 1973 and the Nebraska Equal Educational Opportunity Act.

Any person who believes she or he has been discriminated against, denied a benefit, or been excluded from participation in any district education program or activity on the basis of sex, race or handicap in violation of this policy may grieve such matters using the adopted grievance procedures of this district. Such procedures shall provide for prompt and equitable resolution of complaints alleging acts of discrimination.

Inquiries regarding compliance with Title IX, Section 504, Title VI or the Nebraska Equal Opportunity in Education Act may be directed to:

Superintendent of Schools
512 Philip Avenue
Norfolk, NE 68702-0139
(402) 644-2500

(Please keep this book and use it as a reference to help answer your questions for the 2022-2023 school year.)

Parental Involvement

Parents are the first teachers a child has, and their role continues even after the child enters school.

Parents' Role

PARTICIPATE in school activities by visiting your child's classroom and lending a helping hand

ADMIRE and love your child. Build on strengths and help improve weaknesses.

READ with your child - street signs, billboards, grocery lists, maps, books, magazines, cartoons, etc. Set a goal of spending as much time reading together as watching television.

ENCOURAGE hobbies and interests such as sports, music, collections, pets, pen pals, or handicrafts. Suggest friendships with children who share similar interests.

NOTE your child's progress with verbal praise and a pat on the back. Be positive. Never compare progress with that of another child.

TALK about school, interests, friends, places you go together, and things you do as a family. Encourage your child to ask questions. Answer questions patiently.

SUPPORT your child. Stress the need to learn to read for knowledge and enjoyment.

Norfolk Public Schools Student Handbook 2022-2023 School Year

Foreword

Intent of Handbook:

Each student is responsible for becoming familiar with the handbook and knowing the information contained in it. Parents are encouraged to use this handbook as a resource and to assist their child in following the rules contained in this handbook.

The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies, and state and federal statutes and regulations.

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PARENT CALENDAR



Norfolk Public Schools
2022-2023 Parent Calendar

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August
11 First Day - First Half Students K-12
12 First Day - Second Half Students K-12
15 All Day- K-12

September
5 Labor Day - No School

October
12 K-12 End First Quarter
17-20 K-12 Parent-Teacher Conferences
17 - K-8 P-T Conferences, 4:00-7:00
18 - K-4, 9-12 P-T Conferences, 4:00-7:00
19 - 5-12 P-T Conferences, 4:00-7:00
20 - K-12 Students - 11:30 a.m. dismissal (K-12 P-T Conferences, 1:00-4:00)
21 K-12 Students - No School
24 K-12 Students - No School

November
25-25 Thanksgiving Break - No School

December
21 K-12 End Second Quarter/First Semester
22-31 Winter Break - No School

January
2-4 Winter Break - No School
5 K-12 School Resumes
18 K-12 Students- No School

February
13-18 K-12 Parent-Teacher Conferences
13- K-8 P-T Conferences, 4:00-7:00
14- K-4, 9-12 P-T Conferences, 4:00-7:00
15 - 5-12 P-T Conferences, 4:00-7:00
16 - K-12 Students - 11:30 a.m. dismissal (K-12 P-T Conferences, 1:00-4:00)
17 K-12 Students- No School
20 K-12 Students- No School

March
10-14 K-12 No school - Spring Break
13 Make - Up Snow Day (if needed due to 4 snow days)
14 Make - Up Snow Day (if needed due to 3 snow days)
15 K-12 School Resumes
18 K-12 End Third Quarter

April
8-10 No School - Spring Break
11 K-12 School Resumes
20 Grades 9-12 - 11:30 a.m. dismissal PM- SH Track Meet
21 K-12 Students- No School

May
4 Grades 7-8- 11:30 dismissal PM JH Track Meet
21 Graduation
25 Students Last Day/End Fourth Quarter
K-12 - 11:30 a.m. dismissal

Key:

- No school for students or teachers
- Teacher Work Day/Students-No School
- Teacher Work Day/Students-No School (a.m. only)
- End Quarter
- * 2:00 p.m. dismissal for students K-12
- / 11:30 a.m. dismissal for students K-12
- + Make-up Snow Days (if needed)

Published by:
Director of Human Resources
Norfolk Public Schools
512 Philip - PO Box 139
Norfolk, Nebraska 68702-0139
402-644-2500

Note: All dates and times subject to change.
402-644-2500

Updated: 2/18/2022



Norfolk Public Schools
2022-2023 Calendario de Padres

Agosto 2022						
S	M	T	W	Th	F	Sa
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Febrero 2023						
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Agosto
 11 Primer Día de Clases-Primera mitad de Estudiantes K-12
 12 Primer Día de Clases-Segunda mitad de Estudiantes K-12
 15 Primer Día de Clases-Todos los Estudiantes K-12

Septiembre
 5 Día del Trabajador- No hay Escuela

Octubre
 12 K-12 Fin del Primer Trimestre
 17-20 K-12 Conferencias de Padre y Maestro
 17 - K-8 Conferencias, 4:00-7:00
 18 - K-4, 9-12 Conferencias, 4:00-7:00
 19 - 5-12 Conferencias, 4:00-7:00
 20 - K-12 Estudiantes- 11:30 a.m. Salida (K-12 Conferencias, 1:00-4:00)
 21 K-12 Estudiantes - No hay Escuela
 24 K-12 Estudiantes - No hay Escuela

Noviembre
 23-25 Descanso del Día de Gracias- No hay Escuela

Diciembre
 21 K-12 Fin de Segundo Trimestre/Primer Trimestre
 22-31 Vacaciones de Invierno- No hay escuela

Enero
 2-4 Descanso de Invierno- No hay escuela
 5 K-12 Comienzo de Clases
 16 K-12 Estudiantes - No hay Escuela

Febrero
 13-16 K-12 Conferencias de Padre y Maestro
 13- K-8 Conferencias, 4:00-7:00
 14- K-4, 9-12 Conferencias, 4:00-7:00
 15 - 5-12 Conferencias, 4:00-7:00
 16 - K-12 Estudiantes 11:30 a.m. Salida (K-12 Conferencias, 1:00-4:00)
 17 K-12 Estudiantes- No hay Escuela
 20 K-12 Estudiantes - No hay Escuela

Marzo
 10-14 K-12 No hay Escuela- Descanso de Primavera
 13 Reponer Dias de Cierre por Nieve (por 4 dias de cierre)
 14 Reponer Dias de Cierre por Nieve (por 3 dias de cierre)
 15 K-12 Comienzo de Clases
 16 Fin de Tercer Trimestre

Abril
 6-10 No hay Escuela- Descanso de Primavera
 11 K-12 Comienzo de Clases
 20 Grados 9-12 - 11:30 a.m. salida PM- SH Competencia de atletismo
 21 K-12 Estudiantes - No hay Escuela

Mayo
 3 K-12 Apreciación del Personal PM JH Competencia de atletismo
 21 Graduación
 23 Ultimo día pare Estudiantes/Final del Cuarto Trimestre K-12 -11:30 a.m. salida

Key:

- No school for students or teachers
- Teacher Work Day/Students No School
- △ Teacher Work Day/Students No School (a.m. only)
- └ End Quarter
- * 2:00 p.m. dismissal for students K-12
- / 11:30 a.m. dismissal for students K-12
- + Make-up Snow Days (if needed)

Publicado por:
 Director de Recursos Humanos
 Norfolk Public Schools
 512 Philip - PO Box 139
 Norfolk, Nebraska 68702-0139
 402-644-2500

Nota: Todas las fechas y horarios pueden cambiar.

Actualizado: 2/18/2022

WELCOME TO NORFOLK PUBLIC SCHOOLS

We are happy to have you join us in the Norfolk Elementary Schools. Our goal is to provide excellent educational opportunities for each child in our district. The purpose of this handbook is to provide you with some general information about our school system. It should answer many of the questions you have regarding what we teach as well as our policies. If at any time you have additional questions, please feel free to contact your child’s teacher, building principal, or the Central Office. We feel education is vital to each student and want to serve **you** in the best possible way.



NORFOLK PUBLIC SCHOOLS’ MISSION STATEMENT:

To prepare all students to pursue their goals for the future.

THE VISION OF NORFOLK PUBLIC SCHOOLS:

To be a top-performing school that provides outstanding educational opportunities for every student and is a source of pride and an asset to our community.

ACCESS TO RECORDS

It shall further be the policy of the District to provide full access to the records of the students to a parent/guardian all as set forth in 79-4,157, Board Policy 5202, the Federal Education Right to Privacy Act (FERPA), Military Recruiters (Board Policy 5012) and other applicable law during regular business hours of the school.

Notice Concerning Directory Information

The District may disclose directory information. The types of personally identifiable information that the District has designated as directory information are as follows:

1. Student's Name, address, telephone listing, and the name, address, telephone listings (if not unlisted), e-mail address and work or other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
2. School and dates of attendance;
3. Student's current grade;
4. Student's enrollment status (e.g. full-time or part-time);
5. Student's date of birth and place of birth;
6. Student's extra-curricular participation;
7. Student's achievement awards or honors;
8. Student's weight and height if a member of an athletic team;
9. Student's photograph; and
10. School or school district the student attended before he or she enrolled in Norfolk Public Schools.

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student. A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want information about the student designated as directory information is as follows: two weeks from the time this information is first received. Please contact the Superintendent's office to indicate your refusal to have your child's information designated as directory information.

ADMINISTRATIVE DIRECTORY

This is a list of the Central Office and elementary administrators, their school addresses and phone numbers.

Central Administration Building (512 Philip) 644-2500

Office Hours: 7:30 a.m. to 4:30 p.m.

Dr. Jami Jo Thompson, Superintendent of Schools	Ext. 1104
Mr. Bill Robinson, Associate Superintendent	Ext. 1102
Mrs. Beth Nelson, Director of Teaching and Learning	Ext. 1110
Mrs. Mary Luhr, Director of Student Programs	Ext. 1119
Mrs. Angie Baumann, Human Resources and Accreditation	Ext. 1112
Mr. Erik Wilson, Director of Student Services and Safety	Ext. 1123

Elementary Administrators

Office Hours: 7:30 a.m. to 4:00 p.m.

Bel Air (402-644-2539)
1101 North 18th Street

Woodland Park (644-2565)
611 Meadow Lane

Trisha Andreasen

Bruce Strong

Grant (402-644-2544)
1106 Philip Avenue
~~Troy Berryman~~
Amy Brown

Ryan Specht
Washington (644-2557)
1205 South 2nd Street

Jefferson (402-644-2546)
406 Cottonwood Street
~~Haeven Pedersen~~
Jamie London

Westside (644-2561)
1703 Philip Avenue
Tracy Lichy

Lincoln (Montessori) (402-644-2550)
310 South 3rd Street
Angie Hausmann

ATTENDANCE--(PLEASE READ CAREFULLY)

The Norfolk Public Schools believes that punctual and regular attendance is an extremely important part of your child's school record.

We further believe that:

- regular school attendance is basic to the continuity of the learning process
- regular attendance is one of the most important factors in determining school success
- the real value of the educational process comes from the continuous interactions and relationships developed between the teacher and individual students as well as between students
- the discipline developed through punctual and regular attendance enhances the chances of success in all areas of a student's life

PROCEDURES FOR REPORTING ABSENCES

Parents should call the school office on the day of the absence. Phones are answered in all elementary schools starting at 7:30 A.M. When contacting the school, please give the following information:

1. name of the student(s)
2. grade level(s)
3. name of teacher(s)
4. reason for the absence
5. name of the person making the call
6. relationship to the student



Notes will be accepted only from parents/guardians who do not have access to a phone.

Students will be considered TRUANT if parents fail to contact the school within 24 hours of the student's absence.

EXCESSIVE ABSENCES

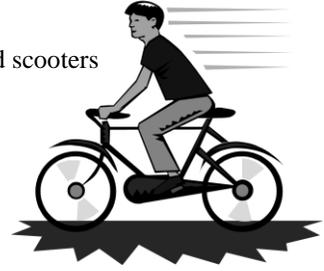
School district officials are required by law to investigate factors involved in both excused and unexcused student absences when they exceed 5 days per quarter or 20 days per year. Parents shall be contacted to discuss their child's excessive absences once this 5-day limit has been reached. A variety of methods may be explored with parents to resolve this problem. If the child continues to be absent following the initial parental contact, parents will receive a written notice that their child is truant under Nebraska Statute 79-201. If within one week after such notice is given to parents, the child is still truant, a report may be filed with the county attorney. Students may also be required to repeat a grade if school officials determine the excessive absences have had an adverse effect on their classroom performance.

PLANNED ABSENCES

When you know in advance that your child will be absent from school, for a whole day or more, your child must make arrangements for missed work prior to the absence.

BICYCLES, SKATEBOARDS, ROLLER BLADES AND SCOOTERS

Bicycles must be parked in the racks provided or set in line with the racks. To prevent theft, bicycles and scooters should be padlocked. Skateboards and roller blades should be kept in the classroom and left there during school hours. Skateboards, roller blades and scooters are not to be used on school property.



BOUNDARY EXCEPTIONS

Principals and secretaries will check home addresses of pupils carefully to be sure that pupils are residents of the school district and are in the proper neighborhood school building. Verification of family residence may be requested (i.e. utility bills, renter's agreement, etc). All requests for exceptions to boundaries are to be submitted to the Director of Student Services on the appropriate application form. Boundary exceptions are reviewed and approved prior to school beginning, once the enrollment in each building has been confirmed.

Criteria for acceptance:

- 1) Open enrollment in grades requested
- 2) Housing/relocation
 - a) Will be moving into sub-district
 - b) Moved outside of neighborhood school during the current school year—may remain for balance of school year only

Criteria for denial:

- 1) Enrollment--Classroom enrollment is at the capped number
- 2) Revocation due to habitual tardiness or absence—following protocol as established under Excessive Absences (pg. 12)
- 3) Special Needs--Special Education or English as a Second Language classes
- 4) Ongoing or reoccurring discipline issues

Classroom enrollment caps are set at 25 students for kindergarten and at 30 students for grades 1-4. If the class size reaches 5 less than the maximum limit for any classroom, no boundary exceptions will be approved.

Once a Boundary Exception has been approved, it will remain in effect for this student for the balance of his/her elementary school years. Each child in a family will need to apply for a Boundary Exception. In other words, if you have a child who currently or in the past attended a Boundary school, that doesn't mean that, a sibling, who will start in the current school year or later, will be automatically accepted. This approval will be dictated by the number of registered students for that grade level in that building. One Boundary Exception will be granted to a child unless the family moves and the new residence is in another Norfolk Elementary School boundary. A new Boundary Exception will need to be completed if the family wishes to remain in the Boundary Exception elementary school.

The school retains the right to reassign/revoke or deny any Boundary Exception for students or families through the provisions set forth in the Student Rights and Responsibilities for Norfolk Public Schools should tardiness/absence problems persist. This action may take place at the end of the first semester or at the end of the school year. These provisions may not apply to students who require English as a Second Language or Special Education programs.

BREAKFAST PROGRAM

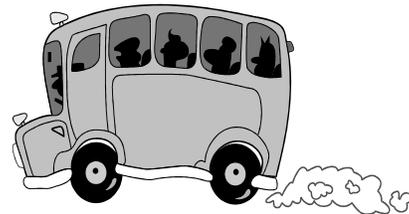
Bel Air, Grant, Jefferson, Lincoln, Washington, Westside and Woodland Park Elementary Schools will be offering a Breakfast Program.

The cost of the program will be based on Free/Reduced and Paid lunch applications. Students who qualify for FREE lunch will also receive a free breakfast. Students who qualify for REDUCED price lunches pay a reduced rate.

Please look for additional information on this program after school begins in **August 2022**.

BUSES

Transportation is provided for elementary students when their neighborhood school cannot adequately meet their educational needs, i.e. class size limits, or when special programs and services are required. During the time students are on the buses, they are required to conduct themselves appropriately (Board Policy 5506). If a specific problem persists, the child or children involved may lose the privilege of riding the bus. Please contact the building principal. Buses are the responsibility of the Supervisor of Buildings and Grounds and the Associate Superintendent. Questions regarding scheduling and routes should be directed first to the Supervisor at 402-644-2512 and then to the Associate Superintendent at 402-644-2500.



NOTICE CONCERNING DESIGNATION OF LAW ENFORCEMENT UNIT:

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

NOTE: The District designates Stanton County Sheriff Department for Woodland Park Elementary School.

CALLS TO POLICE: CRITERIA FOR ADMINISTRATORS

Nebraska State Statute, Section 79-293 requires the school principal to notify as soon as possible the appropriate law enforcement authorities of any act of a student which constitutes grounds for long-term suspension, expulsion or mandatory reassignment under Section 79-267, **AND** is a violation of the Nebraska Criminal Code. School district administrators will therefore notify local law enforcement officers in the event that any of the following 10 identified student violations occur. Parents will be informed by the building principal that such notice to the police has been made, as soon as is reasonably possible. (Board Policy 5413)

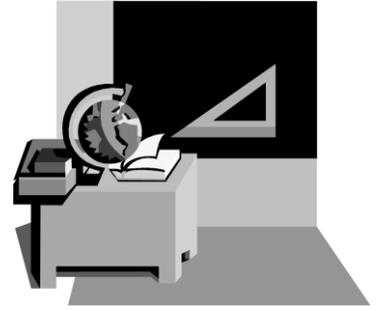
- | | |
|--------------------------------|--|
| 1. Violence | Use of weapon
Threat to safety of students/staff
Punches thrown by either party which constitute a substantial interference with school purposes |
| 2. Property Damages | Value of \$25.00 or more
Repeated violations of theft or damage under \$25.00 |
| 3. Personal Injury | Physical injury
Consider intent to injure and/or repeated offenses |
| 4. Threatening To Obtain Money | Clear extortion (succeeded in completing the transaction)
Repeated extortion attempts |
| 5. Weapons | Firearms or non-pocketknives
Other items intended to be used as weapons |
| 6. Controlled Substance | All incidences and/or imitations as outlined in law
Drug paraphernalia with drug residue |
| 7. Public Indecency | Exposing self (ages 12-19) |
| 8. Sexual Assault | Any reported assault or attempted assault—1 st or 2 nd degree only |
| 9. Danger to Student | As stated in law
Fire code violations
Bomb threats |
| 10. Repeated Violations | As stated in law
i.e. harassment
intimidation |

CARE OF SCHOOL PROPERTY

Since all of us take pride in our school building, each person is expected to treat the building and its contents with respect. Everyone needs to exert effort to keep our school neat and clean.

Please remember these simple guidelines:

- ✓ All trash and “throw-aways” should be discarded in the containers provided for this use, which are found in each classroom and on the playground.
- ✓ Do not mark on desks or walls.
- ✓ Keep your feet off furniture and walls.
- ✓ Take care of all school equipment.
- ✓ Any student who damages, defaces or destroys school property or the property of others will face disciplinary actions and restitution must be made.
- ✓ Student textbooks are expensive and they represent a large taxpayer investment. Please take care of them. Students are financially responsible for damages or lost textbooks. Book covers should be used to prevent excessive wear and tear to the book.



COMPLAINT ABOUT SCHOOL DISTRICT PERSONNEL

The Norfolk Public School staff is committed to placing the needs of our students and their families first in our efforts to provide a quality educational program. However, if you encounter a conflict with any school personnel, we encourage you to resolve it directly with them or their immediate supervisor at the building level. If this is not successful, you may complete and file a “Complaint about School District Personnel” form with the Director of Student Services at the Central Administration Office (512 Philip Avenue). These forms are available from your child’s building principal or the-Director of Student Services. Anyone filing such a complaint will be contacted by the Director Student Services within three (3) school days following receipt of the complaint to begin responding to their concerns. (Board Policy 4003)

CONDUCT AND DISCIPLINE

Good discipline is needed in the schools if an effective learning environment is to be developed. Students are expected to behave in an orderly and appropriate manner as listed in the district’s Rights and Responsibilities.

With these rights, students have the freedom and encouragement to express their individuality. That freedom cannot intrude upon or endanger the freedom of others, nor can it interfere with our teaching or other students’ learning. Disobedience or open defiance of school regulations or authority shall constitute sufficient cause for disciplinary action from temporary suspension of in-school privileges or after school detention, to suspension or expulsion from school.



Parents can assist in promoting good behavior by:

- 1) Supporting the school in requiring students to observe all school rules and regulations and accepting responsibility for any willful misbehavior on the part of their child.
- 2) Maintaining an active interest in your child’s work. Make it possible for students to complete assigned homework by providing suitable conditions for study at home.
- 3) Checking both sides of the story before taking action.

Norfolk Public Schools operates under the assumption that children need and want discipline. As long as students know the rules and also know the consequences of breaking the rules, most will conduct themselves in an appropriate and acceptable manner.

CURRICULUM

The following subjects are taught in the elementary schools:

Art - An opportunity for children to be creative, expressive and to appreciate many forms of Art.

Language Arts – All grades K-4 will be using the program entitled WONDERS. This program encourages students to read to learn through the use of higher level thinking skills and using technology to enhance the reading process.

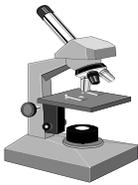


Norfolk Public Schools will use MAP Fluency Benchmarks three times per year in grades kindergarten through grade 4. MAP Fluency is a set of standardized, individually administered measures of early literacy development. The data from the assessment will be used to monitor the development of pre-reading and early reading skills.

Mathematics – Norfolk Public Schools uses the ENVISIONS Math program in grades K - 4th. This program encourages the development of math concepts. The lessons include math fact practice, review of math concepts, and the development of new math concepts—with guided lesson practice, and independent practice.



Physical Education - As part of the total school curriculum, physical education offers an organized, sequential progression of activities that provide for the social, physical, intellectual, and emotional development of children and youth, through physical activity. The physical activity should, whenever possible, be pleasant and personally rewarding to the student. Our educational plan for all young people is to exercise their bodies daily so that their mind and bodies develop together. The physical education program is education for the constructive use of time, including leisure hours, in keeping fit and in enjoying physical forms of recreation both during the school years and throughout adult life.



Science – This program emphasizes developing an understanding and appreciation of basic scientific concepts from physical, life, earth, and space sciences.

Social Studies - The study of social relationships based on experiences drawn from history, geography, government, citizenship, career awareness, and human relations. Fourth grade emphasis is on Nebraska History.

Vocal Music – Music education in the Norfolk Public Schools should cultivate each child’s innate musical abilities and potential through sequential development of musical skills. It should also furnish challenging, enjoyable and creative musical experiences.



Programs which complement the basic curriculum areas include:

- Drug and Alcohol Awareness
- HAL Classes (grades 2-4)
- Computer Literacy/Instruction
- Health Services
- Library /Media Skills
- Orchestra for String Instruments (grade 4)
- Safety
- Special Education
- English Language Learners
- K-4 Elementary Guidance

DEMOGRAPHIC CHANGES

Students who change their address and/or phone numbers should report such changes immediately to the Elementary School Office. The school also needs an emergency phone number where a responsible adult can be contacted immediately in the event of any emergency.

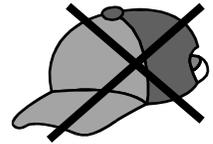
DRESS CODE



Norfolk Public Schools subscribe to the premise that teaching principles of good grooming and cleanliness is a desirable facet of the education process. Our public schools are sensitive to rapid changes in dress and grooming. **However, we cannot accept those changes that depart from cleanliness, neatness, good taste, modesty, and decency.** In general, appearances that detract from the learning atmosphere cannot be permitted. Attending school is the prime responsibility of young people. It is hoped that students of Norfolk will take pride in their appearance and their school. The final decision rests with the building principal. (Board Policy 5101)

Student attire guidelines:

- Advertising of alcoholic beverages, tobacco, and illegal drugs is not permitted.
- Tank tops that are low cut and/or have skinny straps are not permitted.
- Two-piece outfits must touch at the waist. Bare midriffs are not permitted.
- Skirts and dresses are to be of appropriate modest length.
- Shoes must be worn at all times.
- Clothing usually worn as undergarments cannot be worn as outer garments, specifically boxer shorts will not be permitted.
- The wearing of caps or hats will not be permitted in the building.
- The wearing of jeans with holes, slashes or cuts will not be permitted if it departs from cleanliness, neatness, good taste, and decency.
- Walking shorts will be permitted. Cut-off sweats or shorts that depart from good taste, modesty, and decency are not permitted.
- Certain types of apparel may from time to time, due to its offensive nature, need to be designated as inappropriate.



Violators will be required to change and will be held responsible for time missed. These guidelines will be reviewed periodically.

EMERGENCY EXCLUSION

A student may be excluded from school in the following circumstances:

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

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

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

ENTRANCE REQUIREMENTS AND REGISTRATION



A child must reach the age of five years on or before July 31st of the current school year to be eligible to enter kindergarten in the public schools (Board Policy 5001). A child who reaches six years of age prior to January of the then-current school year, is required to be enrolled in school, according to Statute 79-201.

Parents must provide a copy of the child's birth certificate, or other proof of the child's correct age and a written explanation of why the birth certificate is not available. This documentation is needed in order to register any student.

For children born in Nebraska, a state-certified birth certificate may be obtained by ~~contacting: sending \$17.00 to:~~ **Bureau of Vital Statistics - Nebraska Department of Health and Human Services, Box 95065, Lincoln, Nebraska 68509-5065 or Nebraska Department of Health and Human Services, 209 North 5th, Norfolk, NE 68701 (402-370-3124).**

Information that needs to be sent ~~with the \$17.00~~ is: Child's full name, birth date, city born in, county born in, hospital born in, father's full name and mother's full maiden name.

Whenever possible, student registration should take place at the child's neighborhood school. However, registrations can be received at Central Office in the Office of Student Services, should the neighborhood school be closed or occur after regular school hours. ~~In all cases, if registration is completed by 12 noon on one day, the student may begin school with the start of the next school day. If registration occurs after 12 noon, then the student can begin classes on the morning of the second day following enrollment completion.~~ **Administration will review the registration information and contact parents with a start date.** This process allows for appropriate and timely student and family information to be entered into our school information system (i.e. class schedule, activities, hot lunch, etc.).

EQUAL TREATMENT OF STUDENTS

SENSITIVE TO STUDENT NEEDS:

It is the position of the Board of Education that all employees of the Norfolk Public Schools be sensitive to the needs of all students. The Norfolk Public Schools staff must continually strive to treat all students equally including those who have concerns or questions regarding controversial issues. Likewise, all students have the right (1) to attend school free of verbal and physical harassment, (2) to attend school where respect and dignity for all is enforced by the staff, and (3) to be included in all support programs or resources that exist to help students.

Procedures

If a staff member of the Norfolk Public Schools is approached by a student who has specific questions or concerns about any of the issues listed above (or others) and requests assistance or help the following steps should be followed:

- (1) Have the student contact one of the school counselors.
- (2) The counselor will provide the student help in obtaining information on professional assistance outside the school district including trained experts.
- (3) If a student believes their rights have been violated the matter will be sent to the building principal for further review and action if needed.

FIELD TRIPS

Throughout the school year classes may take field trips to locations of interest that the children have studied in the classroom. Examples of field trips that are taken would be: post office, airport, fire station and police station. Parents are asked to sign a permission slip in the fall of the year giving their permission for students to go on field trips. This permission slip is found on the cover page of this handbook. In most instances transportation for the field trips will be by school bus.



FINES

At times, students may incur fines for overdue library books, damage to books or property, loss of school equipment, class fines, etc. Students are expected to be responsible for their property and take care of the items the school has loaned them for periods of time. Students are expected to take care of these fines as they occur. Appeals for fines should be made to a building administrator. Failure to pay fines may result in administrative consequences. Students may not be able to attend designated school activities until all school fines are paid.

GRADING SYSTEM

Norfolk Elementary Schools will use the following marking system on the progress reports:

Academic Performance Levels for Proficiency Grading

ADVANCED	4 = Goes beyond with in depth inferences
PROFICIENT	3 = Performance at grade level target
APPROACHING	2 = Understands simple content
NEEDS SUPPORT	1 = Partial success with help
NO EVIDENCE	0

Academic Performance Level for Alpha Grading

Name	Score
A	94-100
B	86-93
C	78-85
D	70-77
F	FAIL
P	PASS

Grade reports to parents will be issued at the end of each quarter or nine-week session.

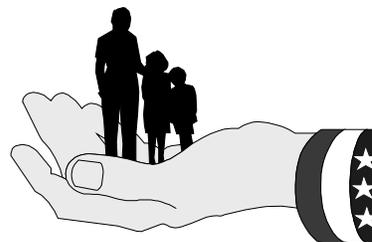
GUIDANCE AND COUNSELING SERVICES

All elementary school buildings have a ~~part-time~~ **full time** guidance counselor assigned to assist students. Elementary guidance counselors serve a variety of roles. They are available to students for individual and/or group counseling. They may assist teachers and parents in improving children's academic, behavior, and social difficulties in the educational setting. The counselors also provide classroom instruction on topics related to academic, career, personal and social development. School counselors collaborate with community resources and can offer assistance in connecting parents with those resources.

Student Assistance Teams (SAT) are available at each school to assist parents and teachers in addressing problems that interfere with student success. Parents are encouraged to contact the guidance counselor with educational concerns.

Following are the names of the counselors at each building.

Bel Air	Monica Johnson	402-644-2539
Grant	Lisa Moreno	402-644-2545
Jefferson	Josi Johnson Beth Werner	402-644-2546
Lincoln	Josi Johnson/ Tara Brtek Jill Holcomb	402-644-2550
Washington	Tara Brtek	402-644-2557
Westside	Jill Holcomb	402-644-2561
Woodland Park	Suzanne Ames	402-644-2565



HARASSMENT POLICY (5401) FOR STUDENTS AND STAFF

Anti-discrimination, Anti-harassment, and Anti-retaliation

A. Elimination of Discrimination.

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

The Norfolk Public School District does not discriminate on the basis of sex, disability, race, (including skin color, hair texture, and protective hairstyles) color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity or other protected status 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:

Students: Director of Student Services—512 Philip Avenue, Norfolk, NE 68701 (402) 644- 2500

Employees and Others: Resources Director—512 Philip Avenue, Norfolk, NE 68701 (402) 644-2500

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

B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.

1. Purpose:

The Norfolk Public School District is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment and retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated. Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race, (including skin color, hair texture, and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

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

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

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

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

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

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,

- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

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

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

2. Anti-retaliation:

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination. The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

3. Grievance (or Complaint) Procedures:

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

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

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

i. Level 1 (Investigation and Findings):

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

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation. The District will aim to complete its investigation within ten (10) working days after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will not exceed ten (10) additional working days without the consent of the complainant, unless the alleged victim agrees to a longer timeline. Periodic status updates will be given to the parties, when appropriate.

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

- a. Providing the parties with the opportunity to present witnesses and provide evidence.

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

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

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

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

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

ii. Level 2 (Appeal to the Superintendent):

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

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education within five (5) working days after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at a Board meeting to present his or her appeal. The party will be allowed to address the Board at the Board's next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next regularly scheduled Board meeting) or at a time and date agreed to by the Board, designated compliance officer and the party. The Board will issue a written determination about the appeal within thirty (30) days after the party addresses the Board. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Confidentiality:

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

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

5. Training:

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

6. Designated Compliance Coordinators: Designated compliance coordinators will be responsible for:

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

7. Preventive Measures: The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with antidiscrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas (B.6.a-g) identified in the Training section, above.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Date of Adoption: September 14, 2015

Date of Reaffirmation: March 12, 2018

Date of Revision: July 9, 2018

Date of Revision: July 12, 2021

Date of Reaffirmation: February 14, 2022

HEALTH SERVICES

Nurses promote good health habits. There are two part-time nurses in the elementary schools. All elementary nurses travel to various buildings depending on their schedule.

All vision, hearing and dental screening tests, weights and heights are completed by the school nurse. If there is a referral notice sent home to you from the results of any of these tests, please give it attention and feel free to call the nurse if there is a question.

If your child has a fever or vomits at home, please keep them home at least twenty-four (24) hours after symptoms subside. If your child is sent home from school with these same symptoms, the 24-hour wait time is preferred before they return to school.

If a student has been ill for five (5) consecutive days, a permit from your doctor or examination by the school nurse is required. Please check with the school before bringing your child back.

The administering of prescription and/or nonprescription medications by school personnel is subject to the following conditions:

1. The medication must be left at the school office accompanied by a permission form signed by a parent or guardian. The permission forms are available at the respective schools.
2. All prescription medication must be in a container properly labeled with the child's name, doctor's name, medication name and directions for administering.
3. Non-prescription Medication- If a student must take a non-prescription medication during school, the following procedures are to be followed. Parent/Guardian signed and dated authorization or permission to administer the medication during school. The medication is in its original packaging and is labeled as dispensed by the prescriber or pharmacist. The label must name the child and identify the medication, strength, time interval and route to be administered. If needed, the physician may be contacted for clarification on medication administration. Students are not to carry a medication with them during the school day.

Note: Immunizations and shot records need to be current and complete or students will not be allowed to enroll in school.

Nebraska law requires that each K-12 student be immunized. **To be in compliance with the law, the following minimum immunizations are required before a student may enroll in school.**

- **Three doses of DTaP, DTP, DT, Td vaccine, one given on or after the 4th birthday**
- **Three doses of Polio vaccine**
- **Three doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age**
- **Two doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month**
- **Two doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.**

Nebraska law also requires evidence of a physical examination by a qualified physician, physician's assistant, or nurse practitioner within six months prior to the entrance of a child into kindergarten and the seventh grade, or in the case of a transfer from out-of-state to any grade level.

Nebraska State Statute requires students entering kindergarten (or first grade, if not enrolled in kindergarten) to provide evidence of a vision evaluation within six months prior to entry. This requirement also applies to out-of-state transfers to any grade.

HAL (High Ability Learner) Program

What is the HAL (High Ability Learner) Program?

The HAL Program consists of a number of different opportunities that allow intellectually gifted and creatively talented students to experience a differentiated curriculum.

Who is eligible for HAL Program activities?

~~The criteria for the HAL program is two scores of 92nd Percentile or greater in two content areas of the MAPs Assessment. Students that score close to this but below the qualifying scores may have the opportunity to take the CogAt test, which gives them another opportunity to enter into the HAL program.~~

Step 1 - All students are screened through the Measures of Academics Progress Test during the Fall, Winter, and Spring Testing session. Students with scores of 92nd percentile or greater in two content areas would Qualify for HAL services during one testing session. A student with a composite score in a combination of two areas of 92nd percentile would also count towards the two scores.

Step 2 - Students with one score of 92nd percentile and a second score between 85th and 91st percentile on the MAP Assessments will be able to take the CogAt test to gather further Information. This would be during the Fall and Winter testing sessions.

Step 3 -Teacher and/or Parent Recommendations will be used to determine if the CogAt Test should be administered.

Step 4 - CogAt scores in the 90th percentile in two areas of the test will qualify the student for the HAL program. A composite score in two areas of 90th percentile or greater would count toward the two scores to qualify.

Students that enter the HAL program in Elementary will stay in the program through their 4th grade year. At that time the 4th grader will use the same process to enter Norfolk Middle School as a HAL student trying to initially qualify. Students that do not qualify using this criteria will not be in the HAL program at the Norfolk Middle School. Students may requalify at any time after the initial qualification period.

What opportunities are provided through the HAL Program?

At the elementary level, high ability activities are offered to students in their qualifying area of strength. The HAL teachers plan lessons that emphasize leadership, creativity, and problem solving through collaborative small group work in pull-out classes.

How does HAL affect my child's placement?

HAL students remain in heterogeneous classrooms but will participate in HAL groups during the week.

What do I do if I would like my child to be considered for the HAL Program?

The recommendation process begins with the classroom teacher. Please visit with her/him and a review process may be initiated if appropriate.

HOMELESS STUDENTS POLICY

Homeless children for purposes of this Policy generally include children who lack a fixed, regular, and adequate nighttime residence, as further defined by applicable federal and state law.

No Stigmatization or Segregation of Homeless Students: It is the District's policy and practice to ensure that homeless children are not stigmatized or segregated by the District on the basis of their status as homeless.

Homeless Coordinator: The Homeless Coordinator shall serve as the school liaison for homeless children and youth and shall ensure that: (1) homeless children are identified by school personnel; (2) homeless children enroll in, and have a full and equal opportunity to succeed in, school; (3) homeless children and their families receive educational service for which they are eligible and referrals to health, dental, and mental health services and other appropriate services; (4) the parents or guardians of homeless children are informed of the educational and related opportunities available to their children and provided with meaningful opportunities to participate in the education of their children; (5) public notice of the educational rights of homeless children is disseminated where such children receive services under the federal homeless children laws, such as schools, family shelters, and soup kitchens; (6) enrollment disputes are mediated in accordance with law; and (7) the parents or guardians of homeless children, and any unaccompanied youth, are fully informed of transportation services available under law. The Homeless Coordinator shall coordinate with State coordinators and community and school personnel responsible for the provisions of education and related services to homeless children. The Homeless Coordinator may designate duties hereunder as the Homeless Coordinator determines to be appropriate.

Enrollment of and Services to Homeless Children: A homeless child shall be enrolled in compliance with law and be provided services comparable to services offered to other students in the school in which the homeless child has been placed. Placement of a homeless child is determined based on the child's "school of origin" and the "best interests" of the child. The "school of origin" means the school that the child attended when permanently housed or the school in which the child was last enrolled. Placement decisions shall be made according to the District's determination of the child's best interests, and shall be at either: (1) the child's school of origin for the duration of the child's homelessness (or, if the child becomes permanently housed during the school year, for the remainder of that school year) or (2) the school of the attendance area where the child is actually living. To the extent feasible, the placement shall be in the school of origin, except when such is contrary to the wishes of the homeless child's parent or legal guardian. If the placement is not in the school of origin or a school requested by the homeless child's parent or legal guardian, the District shall provide a written explanation of the placement decision and a statement of appeal rights to the parent or guardian as provided in Nebraska Rule 19.

If the homeless child is an unaccompanied youth, the Homeless Coordinator shall assist in the placement decision, consider the views of the unaccompanied youth, and provide the unaccompanied youth with notice of the right to appeal. The process to resolve disputes concerning the enrollment or placement of a homeless child or youth is as follows:

1. The district shall provide a written response and explanation of a decision regarding any complaint or dispute of a parent, guardian or other person having legal or actual charge or control of a homeless child or youth within thirty (30) calendar days of the time such complaint or dispute is brought;
2. The enrollment of the homeless child or youth in the school where enrollment is sought during the time such dispute is being considered;
3. And notice of the right to appeal as provided in Nebraska Rule 19.

Any parent, guardian or other person having legal or actual charge or control of a homeless child or youth that is dissatisfied with the decision of a school district after the dispute resolution process may file an appeal with the Commissioner of the Nebraska Department of Education within thirty (30) calendar days of receipt of the decision. Such appeals are informal and shall be submitted to the Commissioner in writing, as outlined in Nebraska Department of Education Rule 19, Section 005.03. The District shall immediately contact the school last attended by the homeless child to obtain relevant academic and other records. If the homeless child needs to obtain immunizations or medical records, the District shall immediately refer the parent or guardian of the homeless child to the Homeless Coordinator, who shall assist in obtaining necessary immunizations or medical records. The District may nonetheless require the parent or guardian of the homeless child to submit contact information.

Transportation will be provided to homeless students, to the extent required by law and comparable to that provided to students who are not homeless, upon request of the parent or guardian of the homeless child, or by the Homeless Coordinator in the case of an unaccompanied youth, as follows: (1) if the homeless child's school of origin is in the District, and the homeless child continues to live in the District, transportation to and from the school of origin shall be provided by the District; and (2) if the homeless child lives in a school other than the District, but continues to attend Norfolk Public Schools based on it being the school of origin, the new school and Norfolk Public Schools shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin and, if they are unable to agree, the responsibility and cost for transportation shall be shared equally.

HOMEWORK POLICY (6240)

Norfolk Public Schools believes that homework contributes to the development of our students by building responsibility, self-discipline, academic achievement, and lifelong learning habits, when it has a clear academic purpose that is focused on learning targets. Norfolk Public Schools also values our partnership with parents and believes that strong family involvement is critical to student success. Teachers' professional judgment should be utilized when determining the amount and type of homework assigned, based upon grade level, developmental appropriateness, course, and purpose. The amount of homework will increase gradually from elementary to senior high school. The intent is for students to engage in meaningful homework assignments that strengthen skills, apply concepts, review knowledge, and/or practice procedures based upon the learning targets introduced during the school day.



INDIAN EDUCATION

The Title VI Indian Education Program, serving K-12 students, offers tutoring, home-school communication and coordination. If a student, parent or grandparent is an enrolled member of a Native American tribe, please fill out the Student Eligibility form available from your school principal or Central Office (512 Philip Avenue). For additional information, or assistance for Native American students, contact the Title VI Home/School Liaison, 644-2500 ext. 1132.

INSTRUCTION

Parental/Community Involvement in Schools--6400

Madison County School District 59-0002, a/k/a Norfolk Public Schools, after having conducted a public hearing concerning parental involvement and participation, declares that it shall be the policy of the District:

1. In the event any parent has a complaint or objection to textbooks, tests, curriculum materials, and any other instructional

materials, the parent may request a personal conference with the parent and appropriate school personnel to discuss such concerns as the superintendent or designee may deem appropriate. The Superintendent or designee shall prepare a complaint form which may be used by a parent 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.

2. Upon reasonable advance request a parent will be permitted to attend and monitor courses, assemblies, counseling sessions, and other instructional activities unless the school determines that such attendance would substantially interfere with a legitimate school interest, which includes the interests of the parent's child, other students, and the educational staff.
3. Parents are encouraged to communicate to school staff when the parent believes it to be appropriate for their child to be excused from testing, classroom instruction, and other school experiences that the parent finds objectionable. The Superintendent or designee shall make a provision on the complaint form hereinabove referenced for receiving information from a parent concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the parent's objection and a proposed solution for dealing with the objection that would be satisfactory to the parent and consistent with the mission of the District and legitimate school interests.
4. Upon request of a parent, the District will provide access to the education records of their child consistent with applicable law. Access will be provided during regular business hours of the school.
5. The District will notify parents when their child may be subjected to a standard norm referenced or criterion referenced test or standard tests such as but not limited to the Measure of Academic Progress (MAP) test. When reasonable to do so or required by law the parents will be notified of where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent or guardian of such student shall be prohibited unless a parent requests in writing that such tests be administered to their child.
6. Prior to any school sponsored survey being administered to the students of the District, it shall be the responsibility of the Superintendent or designee to notify the parent or parents of each student involved in the survey of the nature of the survey, the date and time when such survey shall be administered, and the purpose for which and the uses of which survey exist from the school's perspective.
7. As a general matter substantive decision-making processes will be left to the judgment of the professional staff, administration and the Board of Education, subject to an effort to receive information from parents as to any concerns, objections, or other information such parents would wish to provide to the school district concerning a parent's access, involvement, and participation in activities of the school.

Legal Reference: Neb. Rev. Stat. §§ 79-530 to 79-533

Family Educational Rights and Privacy Act, 20 U.S.C. 1232g

Protection of Pupil Rights Amendment, 20 U.S.C. 1232h

Title I Parental Involvement Policy--6410

This Title I Parental Involvement Policy is established in compliance with the Every Child Succeeds Act (ESSA). Norfolk Public Schools has a parental involvement policy applicable to parents of all children. The parental involvement policy applicable to parents of all children is not replaced by this Title I Parental Involvement Policy and shall continue to be applicable to all parents, including parents participating in Title I programs.

It is the policy of Norfolk Public Schools to implement programs, activities, and procedures for the involvement of parents in Title I programs consistent with the Title I laws. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Expectations for Parental Involvement

It is the expectation of Norfolk Public Schools that parents of participating children will have opportunities available for parental involvement in the programs, activities, and procedures of the District's Title I program. The term "parental involvement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring--(A) that parents play an integral role in assisting their child's learning; (B) that parents are encouraged to

be actively involved in their child's education at school; (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in this parental involvement policy. The District intends to meet this expectation through the following activities:

- A. Involving parents in the joint development of the District's Title I plan and the processes of school review and school improvement.
- B. Providing coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
- C. Building the schools' and parents' capacity for strong parental involvement.
- D. Coordinating and integrating parental involvement strategies under Title I with parental involvement strategies under other programs.
- E. Conducting, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under the Title I program, including identifying barriers to greater participation by parents in Title I programs, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies of the District.
- F. Involving parents in the activities of the schools served under Title I.

Policy Involvement

Each school served under the Title I program shall:

- A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under the Title I program and to explain the requirements of the Title I program.
- B. Offer a flexible number of meetings, such as meetings in the morning or evening. If sufficient funds are provided for this purpose, the District may assist parental involvement in such meetings by offering transportation, child care, or home visits.
- C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs.
- D. Provide parents of participating children—(1) timely information about programs under Title I, (2) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and (3) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- E. If the District operates a school-wide program under Title I and such plan is not satisfactory to the parents of participating children, submit any parental comments on the plan when the school makes the plan available to the District.

Shared Responsibilities for High Student Academic Achievement

As a component of the District's parental involvement policy, each school served under the Title I program shall jointly develop with parents for all children served under the Title I program a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall—(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching;

volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement; (B) frequent reports to parents on their children’s progress; and (C) reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.

Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the District, parents, and the community to improve student academic achievement, each school participating in the Title I program and the District—(1) shall provide assistance to participating parents, as appropriate, in understanding such topics as the State’s academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I and how to monitor a child’s progress and work with educators to improve the achievement of their children; (2) shall provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; (3) shall educate teachers, student service personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teacher Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; (7) may provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training; (8) may pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; (9) may train parents to enhance the involvement of other parents; (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; (11) may adopt and implement model approaches to improving parental involvement; (12) may establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and (14) shall provide such other reasonable support for parental involvement activities under Title I as parents may request.

Accessibility

In carrying out the parental involvement activities for this Title I Parental Involvement policy, the District shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Title I in a format and, to the extent practicable, in a language such parents understand.

Use, Distribution, and Updating of this Policy

This Title I Parental Involvement Policy shall be incorporated into the District’s Title I plan, shall be distributed to parents of participating children, shall be made available to the local community, and shall be updated periodically to meet the changing needs of the parents and the school.

Every Student Succeeds Act of 2015 will be followed for the **2022-2023** school year.

INSURANCE

The Norfolk Public Schools will send home information about a group insurance program early in the school year. Parents may purchase insurance for their children if they so desire. The school district **does not** provide any health or accident insurance for our students.

Computer

Internet Safety and Acceptable Use Policy—6800

A. Internet Safety Policy

It is the policy of Norfolk 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. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent’s designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.
6. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.

B. 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.

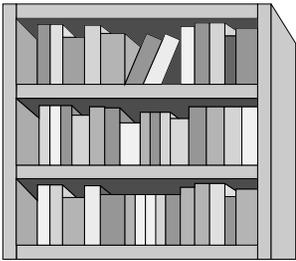
The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of 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.

Legal Reference: Children’s Internet Protection Act, 47 USC § 254
FCC Order adopted August 10, 2011
47 USC § 254(h)(1)(b); 47 CFR 54.500(b) and 68 FR 36932 (2003) (E-rate restrictions)
Neb. Rev. Stat. § 49-14,101.01 (Political Accountability and Disclosure Act)

LIBRARY

The majority of library books cost between ten and twelve dollars and we expect children to give the best care to books.



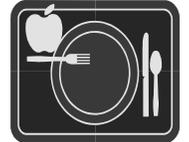
A child may check out a book from the library for a week. If they do not have it read at the end of a week, they may renew it for another week. They may have a second renewal at the end of the second week, but they should return it to the library at the end of three weeks.

It is the policy of the Norfolk Public Schools to charge pupils for damage to or for unreasonable use of books and to charge a replacement fee if the book is lost.

LUNCHES

The Norfolk Public Schools operates a hot lunch program in all schools. Please refer to the cover letter on the Free and Reduced Lunch packet for the 2022-2023 lunch prices. Each student's lunch money is "deposited" into his or her own lunch account. If there are no funds in the lunch account;

- An automated phone call and e-mail will be sent to the students contact information informing the guardian(s) that their students account is now in the negative.
- An automated phone call and e-mail will be sent to the students contact information informing the guardian(s) that their students account is now showing a \$10 or more negative balance. Additional contact by the student's school will also occur.
- An automated phone call and e-mail will be sent to the students contact information informing the guardian(s) that their students account is now showing a \$20 or more negative balance and additional charges will be suspended until the entire negative balance is cleared. Additional contact by the student's school will also occur. Students who have accounts in this status will still have the option of bringing a sack lunch or will be offered an alternative meal by the school. This still allows the students to receive a lunch each school day and not be forced to go without. Alternative meal charges will not be assessed against the students account



Each month's menu will contain the weekly nutritional average of fats and calories. New food items will be highlighted monthly. Menus will appear regularly in the Norfolk Daily News as well as being announced on the Norfolk radio stations.

Families with limited income can apply for free or reduced price meals for their children. Letters and applications are sent to every family in the fall, explaining the application process to receive free or reduced price school lunches. For additional information, contact the Director of Business Services (402-644-2500).

Students may bring a sack lunch that has been prepared at home. However, lunches purchased from fast food vendors and brought to the children are discouraged. Supervision is provided during the lunch hour for students remaining at school. **If your child is late for school, but plans to eat a school hot lunch, please call by 9:00 a.m. so the child can be included in the lunch count.**

Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from

discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

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

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

(1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

(2) Fax: (202) 690-7442; or

(3) Email: program.intake@usda.gov

This institution is an equal opportunity provider.

MONTESSORI

The Norfolk Public School District offers a kindergarten through 4th grade Montessori Program at Lincoln School. The Montessori program provides parents with a choice for their child's education. The subjects and curriculum meet district and state standards. The primary difference is in the manner of presentation, timing of material presentations and the classroom materials themselves.

The Montessori Method of education is a balance of structure and freedom that gives children in their formative years a strong basis for developing the learning skills that will take them into later education and adulthood. These skills include: time management, cooperative learning, care of materials, project completion, and lesson progression based on teacher observation. Children in a Montessori classroom are exposed to academic areas early on, through manipulative materials and are provided with real life, concrete experiences. The child's academic progress is closely observed and tracked by the teacher.

Norfolk Public Montessori kindergarten has the following enrollment guidelines:

1. Student must be age five by July 31 of the current year of enrollment.
2. Each kindergarten classroom is capped at 25 students.
3. The family's intent is to attend NPS Montessori program through grade four.
4. New students are only accepted at the kindergarten entry level. **If an opening should occur between the 1st day of school until the end of the first quarter, students on the alternate list will be contacted in order, with the option to fill this vacancy.**

Completed kindergarten applications must be made to the principal prior to April 1st.

Each completed application made on April 1st or after will be considered after completed applications have been processed based on the above criteria. To ensure enrollment in Norfolk Public Schools, please also enroll your student in their neighborhood school.

The **2022-2023** school year, kindergarten applications for the Montessori program will be approved in the following order:

1. Kindergarten applicants who have a sibling **currently enrolled and attending** the K-4 Montessori program will be approved first—provided they have completed and filed an application by April 1 of the current year of enrollment.
2. The names of all other prospective students who have a completed application on file will have their names placed on a list. Names will be drawn in an unbiased fashion to determine participants and alternates.

NOTE: The 2014-2015 enrollment guidelines related to siblings will continue to be followed for families who enrolled a student at Montessori under those earlier guidelines. The new enrollment guidelines related to siblings apply to new families, starting with the 2015-2016 school year.

MULTICULTURAL POLICY

Multicultural education is the identification, selection and infusion of specific knowledge, skills and attitudes for the purpose of:

- Affirming the culture, history and contributions that shall include but not be limited to African Americans, Asian Americans, Native Americans and Latinos;
- Challenging and eliminating racism, prejudice, bigotry, discrimination and stereotyping based on race;
- Valuing multiple cultural perspectives; and
- Providing all students with opportunities to “see themselves” in the educational environment in positive ways and on a continuing basis.

To promote and support multicultural education within the Norfolk Public Schools, it shall be the policy and practice of this district to create opportunities for all students to achieve academically and socially in an educational environment in which all students and staff understand and respect the racial and cultural diversity and interdependence of members of our society. (Policy 6310)

NOTICE TO PARENTS OF RIGHTS AFFORDED BY SECTION 504 OF THE REHABILITATION ACT OF 1973

The following is a description of the rights granted to qualifying students with disabilities under Section 504 of the Rehabilitation Act. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child’s identification, evaluation and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child’s identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent.)
11. File a local grievance.

PARENT-TEACHER CONFERENCES

One of the vital links in a complete communication between parents and the school is through parent-teacher conferences. Special time is scheduled in the fall and in the winter during which teachers and parents can discuss the progress and problems of the students. If the need becomes evident at any other time, a conference can be scheduled. Parents are encouraged to call their child's teacher any time they have questions or want to meet to discuss their child's performance.



PARENT-TEACHER ORGANIZATIONS

An important part of school is the local parent teacher organization. These units are noncommercial, nonsectarian and nonpartisan. They welcome into membership parents, teachers and all other citizens interested in the welfare of youth.

Generally, a meeting is held once a month and the programs are planned to provide a better understanding of the problems confronting children both at home and in the school. As parents, you are invited into membership in this community organization and welcomed into its activities.

POLICE INTERVIEWS

With the exclusion of the NPS School Resource Officers; Law enforcement or juvenile officers will not be allowed to interview students at school during the school day without the school official making a reasonable effort to contact parents. The building principal may grant exceptions to the above to probation officers who desire to meet with students who are already on probation and/or representatives of Social Services who are accompanied by law enforcement officers. If physical violence or a criminal act occurs at school, the school principal or designee may call the police without first receiving authorization from parents.

PROMOTION AND RETENTION

Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program, when such is determined in the judgment of the principal, in consultation with the student's parents, teachers and counselor, to be appropriate for the educational interests of the student and the school's educational program. (Board Policy 5201)

READING IMPROVEMENT ACT (Policy 6213)

Any student in kindergarten, grade one, grade two, or grade three shall be identified as having a reading deficiency if such student performs below the threshold level determined pursuant to the Reading Improvement Act. A student who is identified as having a reading deficiency pursuant to the Reading Improvement Act shall remain identified as having a reading deficiency until the student performs at or above the threshold level on an approved reading assessment. Nothing in the Nebraska Reading Improve Act shall prohibit the district from identifying any other student as having a reading deficiency.

SAFETY

For each student's safety, generally all but one door to each school will be locked. Typically, the front door will be unlocked. A sign will be posted noting which door is open.

When students are coming to school and returning home, roller blades, skateboards, bicycles and scooters, including gas or electrically powered, present a hazard to the rider, motorists and student pedestrians. Please be alert during these times.

Fourth grade students will be selected for school patrol at specified crossings. The purpose of the program is to provide assistance for the school children's safe crossing at the intersections. The patrol's appearance on busy corners serves to direct children traffic rather than vehicle traffic. Written permission is required for a student to serve in this capacity.

We have the following guidelines in our continuing effort to improve safety. It might be helpful for you as parents to go over these suggestions with your child to make sure he understands them.



1. Walk your bike or scooter on school grounds.
2. Carry your skateboard and/or rollerblades once you are on school grounds.
3. Ride by yourself with no big bundles. Another person or large packages on your bike can block your vision and throw you off balance.
4. Keep your bicycle under control - no tricky steering, weaving or racing.
5. Stay on the right side of the street, close to the curb. Move with traffic and watch for parked cars turning out or car doors opening suddenly.
6. Ride your bike in single file when riding with others. Follow a full bike's length behind.
7. Steer with both hands on the handle grips except to signal when turning, stopping, or leaving the curb.
8. Come to a dead stop at all stop signs, yield signs, and red or amber traffic lights.
9. Cross only at intersections.
10. Stop, look, and listen before entering a street from a sidewalk, driveway or alley. Drivers may not see you.
11. Be ready to put on the brakes at intersections. Get off and walk your bike across the streets.
12. Let people on foot and other vehicles go first when they are about to cross in front of you.
13. It is recommended that kindergarten students do not ride bicycles to school.



SCHOOL CLOSING/CANCELLATION

Prior to school dismissal in the event of severe weather, hail storm, tornado or blizzards, students will be kept in the school building until the storm subsides or until arrangements have been made for the students to be picked up.

For school closing, PLEASE DO NOT CALL SCHOOL PERSONNEL. Listen to Norfolk radio stations WJAG 78.0 AM; KIXS 106.7 FM; KNEN 94.7 FM; US92 FM or KUSO 92.7 FM. Families will also receive an electronic message to their contact telephone number.

SCHOOL HOURS

School is in session from **8:05 a.m.** to **3:15 p.m.** for grades kindergarten through grade 4.

Please be aware of the following times that govern the school day:

- 7:50 a.m.—Supervision begins
- 8:05 a. m.—Student is tardy
- 3:15 p.m.—School dismissal



The school playground is supervised during scheduled lunch periods. We ask that all students leave the playground areas promptly at school dismissal. If children wish to return they may do so after 4:00 p.m. There is no supervision of the school grounds before 7:50 a.m. or after 3:25 p.m. **If a student is not picked up by 3:50 p.m., and parents or emergency contact person cannot be reached, law enforcement may be called.**

Children should inform their parents if it is necessary for them to remain after school. Children will be dismissed by 4:00 p.m. unless special arrangements have been made with the parent.

Parents who utilize private daycare agencies are encouraged to have those agencies pick up their children within 10 minutes of school dismissal time.

LEAVING THE BUILDING

Any student who must leave the building for any reason must check out with either the principal's secretary or the school nurse. Parents must notify the principal's secretary, with a reason, prior to the student checking out. Students will not be excused without parent notification and it will ensure the safety of the student if parents will pick their child up from the office/nurse area. We ask that every attempt be made to conduct personal business outside of school hours. Students who leave the building without checking out, or students who leave without prior parental approval or notification will be considered truant and subject to disciplinary action. Students are also required to check in with the office upon their return to school.

If a student is absent from school for 90 minutes or more in any half day of school-excluding noon recess and lunch-that student will be counted absent for that half-day.

TARDIES



Students who are tardy to school must report to the office before going to their classroom. Student tardies are recorded as part of their attendance and are also listed on Infinite Campus. ~~On the fifth tardy, and each ensuing tardy, the student will make up the time at the discretion of school officials.~~ Parents will also receive **written notification of any tardies** exceeding **five** in any semester.

TRUANCY

Students will be considered truant if they:

1. fail to report to school and do not have an acceptable excuse
2. leave the building/grounds without checking out at the office

Nebraska State Statute 79-201 requires school officials to investigate and report cases of habitual truancy to the county attorney. School Board Policy 5008 outlines specific procedures for school officials to follow in regard to their investigation and reporting of truant students:-

SPECIAL EDUCATION

What is "special education?" Special education refers to "specially designed instruction or support for students with verified disabilities."

Which persons are entitled to a special education? School districts in Nebraska provide an education for individuals with disabilities from birth through 21, or program completion.

What disabilities are served through special education programs? Children who benefit from the program offered may have one or more of the following disabilities: behavioral disorder, deafness, blindness, hearing impairment, mental handicap (mild, moderate, severe/profound), orthopedic impairment, other health impairment, specific learning disability, speech-language impairment, visual impairment, autism, or traumatic brain injury. Every effort will be made to educate students with a disability with their non-disabled peers.

How does a child qualify for a special education program?

- a) Any parent or teacher who believes a child may have a disability, can request a Student Assistance Team (SAT) meeting to discuss the possibility of a referral for a special education evaluation.
- b) If the SAT members believe a special education evaluation is necessary, a recommendation will be made to the parents to grant permission for this evaluation.

- c) After written parental permission has been obtained, appropriate qualified professionals complete an evaluation of the child and make recommendations to a Multi-Disciplinary Team (MDT) to determine if there is a disability.
- d) If it is determined that a child has a verified disability, parents and staff members agree on an Individual Education Plan (IEP) to serve the child's special needs.
- e) The child is placed in an appropriate level of special education service that may include a continuum of services ranging from continued regular classroom placement with assistance provided to separate specialized programs. This placement is determined by the IEP team of which parents are an integral part, and is based upon a student's learning needs. Written parental permission is needed for initial placement into special education programming.

STAFF QUALIFICATIONS (NOTICE CONCERNING):

The Every Child Succeeds Act gives parents the right to get information about the professional qualifications of their child's classroom teachers. Upon request, Norfolk 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, Norfolk 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.

STUDENT FEES POLICY

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. This policy is subject to further interpretation or guidance by administrative or Board regulations. The Policy includes Appendix "1," which provides further specifics of student fees and materials required of students which is reviewed and updated each school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

The District's policy is to provide for the free instruction in accordance with the Nebraska Constitution, state and federal law. This means that the District's policy is to provide free instruction for all courses, activities and programs which are offered in the district by providing staff, facility, equipment, and materials that is necessary without charge or fee to the students. The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided the opportunity for a fee waiver or be provided the necessary materials or equipment without charge. A student who qualifies for the free or reduced price lunch and breakfast program is not required to participate in the free or reduced price lunch and breakfast program for purposes of this section.

Students or their parents must request a fee waiver prior to participating in or attending the activity and prior to purchase of the materials. Some examples are: (1) Items necessary for all state required and elective courses offered by the district. (2) Participation in extracurricular activities and use of a musical instrument in optional music courses that are not extracurricular activities. Waivers will be updated annually by specific grade level and can be found on the school website or by contacting the specific building the student attends. The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to every student of the District or to every household in which at least one student resides, at no cost.

The School Board will have a Student Fee Fund established which is for the purpose of tracking all student fee receipts and expenditures. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which it was collected from students.

Instructional / Extracurricular and Miscellaneous Fee Guidelines

- (1) General Course Materials: Items necessary for students to benefit from courses will be made available by the District for the use of students during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, notebooks, trappers/binders, protractors and math calculators. A specific class supply list will be published annually in a Board approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain District property.
- (2) Damaged or Lost Items: Students are responsible for the careful and appropriate use of school property. Students and their parents or guardian will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student. Charges of this nature are not waivable.
- (3) Materials Required for Course Projects: Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (such as projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value of the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.
- (4) Musical Instruments: Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the District's fee waiver policy. The District is not required to provide for the use of a particular type of musical instrument for any student.
- (5) Non-specialized attire required for specified courses and activities: Students have the responsibility to furnish and wear non-specialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course or activity. The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.
- (6) Specialized equipment or attire: The District will furnish students with specialized equipment and attire for participation in extracurricular activities that is required by the district. The District is not required to provide for the use of any particular type of equipment or attire that is considered optional.

(7) Participation in summer school or night school: Students who do not qualify for a student fee waiver are responsible for fees to participate in summer school or night school.

(8) Breakfast and lunch programs: Any student who qualifies for free or reduced breakfast and lunch will receive one full breakfast and lunch each day at a reduced or free rate. Students shall be responsible for items which students purchase from the District's breakfast and lunch programs that fall outside of the qualifying breakfast or lunch.

(9) Personal Consumable Items: Students are also responsible for the cost of food, beverages, personal or consumable items which students purchase from the District or at school, whether from a "school store," a vending machine, booster club, parent group sale, book order club, or the like. Students who do not qualify for free or reduced price meals may be required to bring money or food for field trip meals or similar activities.

(10) Copies of student files or records: The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

The District does provide activities, programs, and services to children which extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the District's efforts to provide such activities, programs, and services. The District's policy is to continue to encourage and to the extent permitted by law, to require such student and parent contributions to enhance the educational program provided by the District.

Guidelines on Activities, programs and services where student fees are not waived

- (1) Participation in before-and-after-school or pre-kindergarten services: Students are responsible for fees required for participation in before-and-after-school or prekindergarten services offered by the District, except to the extent such services are required to be provided without cost.
- (2) Parking: Students may be required to pay for parking on school grounds or at school sponsored activities, and may be subject to payment of fines for failure to comply with school parking rules or damages caused by vehicles.
- (3) Transportation costs: Students are responsible for fees established for transportation services provided by the District to the extent permitted by federal and state laws and regulations.
- (4) Postsecondary education costs: Students are responsible for postsecondary education costs. The phrase "postsecondary education costs" means tuition and other fees only associated with obtaining credit from a postsecondary educational institution. For a course in which students receive high school credit and for which the student may also receive postsecondary education credit, the course shall be offered without charge to receive high school credit only.
- (5) National Trips: Norfolk Public Schools will provide no financial support to extra-curricular student groups or organizations for travel outside of Nebraska (exclusive of NSAA sanctioned activity competition in Iowa and South Dakota). Vocational Student Organizations (including, but not limited to DECA, FBLA, FFA, and VICA) that have members qualify for National competition through State-sponsored conferences/conventions will be allowed to attend those conferences. Groups that qualify for National competition through calendar school year competition, which are primarily academic in nature (including, but not limited to Quiz Bowl and Speech/Debate) will also be allowed to attend their competitions. Absences will be counted as school activity and a staff member will be provided to act as an official sponsor for the trip. Occasionally groups (including, but not limited to Band, Choir, Cheerleaders and Pink Panthers) are invited to make trips or are invited to make trips through summer camps. Student groups that choose to take these trips shall not use school time to organize or plan. Absences for these trips will not be excused if taken during school time. The District will not endorse trips on school days nor provide a staff member to act as an official sponsor for the trip. (Note: If the trip occurs on a "non-contract day, or a non-school day, a staff member may choose to use their own time to participate).

Legal Reference: Neb. Rev. Stat. §§79-2125 to 79-2135 and Laws 2003, LB 249 (The Public Elementary and Secondary Student Fee Authorization Act)

Neb. Constitution, Article VII, section 1.

Neb. Rev. Stat. §§79-241, 79-605, and 79-611(transportation)

Neb. Rev. Stat. §79-2104 (student files or records)

Neb. Rev. Stat. §79-715 (eye-protective devices)

Neb. Rev. Stat. §79-737 (liability of students for damages to school books)

Neb. Rev. Stat. §79-1104 (before-and-after-school or pre-kindergarten services)

Neb. Rev. Stat. §§79-1106 to 79-1108.03 (accelerated or differentiated curriculum program)

Date of Adoption: March 9, 2015

Date of Reaffirmation: September 14, 2015

Date of Revision: March 14, 2016

Date of Revision April 11, 2016

Date of Revision: April 10, 2017

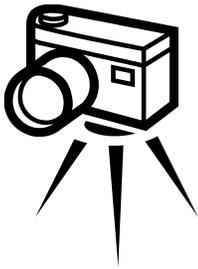
Date of Revision: April 9, 2018

Date of Revision: April 8, 2019

Date of Revision: May 10, 2021

Date of Reaffirmation: February 14, 2022:

Activity	Elementary (4th)
Orchestra (Lesson/Method Book)	\$12/year
Orchestra Instrument Rental (school owned)	\$25.00/semester
Summer School Fee	\$20



STUDENT PHOTOS/VIDEOS

Students may periodically be photographed or videotaped by the school or media for print in local or regional publications or school websites, and their names may be released to the media to accompany these photographs or videos, unless parents specifically request in writing to the building principal that their student(s) should not be included.

STUDENT RIGHTS AND RESPONSIBILITIES--SCHOOL POLICY 5101

The mission of the Norfolk Public Schools to prepare all students to pursue their goals for the future.

This mission is based on beliefs and principles about how students learn and what they must know to behave as responsible citizens and productive workers in a highly competitive, increasingly global society.

This policy statement provides the general guidelines of conduct which are expected of our students. It also describes the responsibilities of the students in relation to this conduct standard.

These rules and standards apply to all school buildings and grounds, during and immediately before or after school hours. They also apply to school-sponsored functions both on and off school property.

The Board of Education has adopted the following policies of general application governing student conduct in all schools. Principals will establish other rules and regulations applicable to conduct at their respective sites that are consistent with those established by the Board of Education.

I. GENERAL STANDARDS OF BEHAVIOR:

Norfolk Elementary Schools Positive Behavior Interventions and Supports centers on teaching our students to be Safe, Responsible, and Respectful. All our building and classroom expectations will relate back to those 3 main ideas in relation to behavior.

It is expected that students will conduct themselves in a manner which is considerate of others, respectful of property and mindful of the good of all.

Students should therefore:

- A. Attend school regularly and punctually.**
- B. Act in a manner that will enhance the learning environment for all students.**

- C. Use school facilities in a way that will conserve their continued usefulness.
- D. Apply themselves to the best of their ability to the learning tasks assigned.
- E. Abide by school regulations and assist in their enforcement and modification.
- F. Participate constructively in school government and assist in modification of regulations for general school improvement.

II. STUDENT USE/ABUSE OF ALCOHOL AND OTHER SUBSTANCES:

All students have a right to attend school in an environment conducive to learning. Since alcohol and other drug use is illegal, contagious, and interferes with both effective learning and the healthy development of children and adolescents, the school has a fundamental legal and ethical obligation to prevent drug use and to maintain a drug-free educational environment.

No student may use, possess, be under the influence of, sell, or distribute alcohol or other substances, nor may use or possess drug paraphernalia (except drugs as prescribed by a physician) on school grounds or at school-sponsored events. The same restrictions apply to students participating in extracurricular activities. The terms "alcohol or other substances" shall refer to the use of all substances including, but not limited to, alcohol, tobacco, inhalants, illicit drugs, and look-a-likes. The inappropriate use of prescription and over-the-counter drugs shall also be prohibited. This policy applies to all school buildings, grounds and school-sponsored functions or events whether on or off school grounds.

The school district will provide a health curriculum that will include strategies of prevention and intervention designed to educate students on the use/abuse of alcohol and other substances.

Violations of this policy will be handled in accordance with the rules and regulations set forth in this document.

III. ATTENDANCE POLICY

- A. Nebraska State Statute (79-201) requires that all students between the ages of 6 - 18 attend school. It is the responsibility of the parent/guardian to see that the student is at school at the appropriate time in a proper state of health and cleanliness. Notification of an absence must be made to the school office or the absence will be considered unexcused. The school district is required by law to notify juvenile justice officials when excessive absences occur whether excused or unexcused. Building administrators establish attendance guidelines for their respective buildings and they are published in the school's parent/student handbook.

IV. CONSEQUENCES OF DISRUPTIVE BEHAVIOR: SUSPENSION OR EXPULSION

Conduct which violates the rules and regulations and policies adopted by the Board of Education and as set forth below will subject the student to disciplinary action. Disciplinary action may be, but is not limited to:

- A. Counseling of the student. In alcohol/drug related incidents students shall have an alcohol evaluation performed by a qualified drug/alcohol counselor. Payment will be at the student's expense.
- B. Parent conferences.
- C. Rearrangement of schedule/assignment to another school.
- D. Requirement that the student remain in school after regular hours, summers and Saturdays to complete additional work.
- E. Restriction of participation in extracurricular activity.
- F. Involving law enforcement and/or social service agencies.
- G. **Short-term suspension:** Any student may be excluded from the Norfolk Public Schools for a period of time not to exceed five school days provided that the suspension is assigned under the guidelines provided by Nebraska State Law and as set forth below.
 1. Circumstances warranting short-term suspension:

- a. If the student has a dangerous communicable disease transmissible through normal school contacts.
 - b. If the student is infected with or can be proven to be a carrier of external parasites (such as head lice) which may be transmissible through normal school contacts and which pose a threat to the safety and well-being of the school community.
 - c. If the student is involved in behavior or activities which interfere with any educational function or which infringe upon the rights of other students to pursue an education. Some **objectionable activities or behavior** which could result in short-term suspensions are as follows:
 1. **Refusal to comply with reasonable standards of behavior established by teachers or building administrators.**
 2. **Use of abusive or profane language.**
 3. **Fighting.**
 4. **Willful truancy or willful and repeated tardiness.**
 5. **Vandalism, theft or pilferage of property belonging to the school district, staff members or students.**
 6. **Engaging in the unlawful possession, being under the influence of, selling, dispensing, or use of an illegal substance, tobacco or alcoholic beverage.**
 7. **Committing any other act or becoming involved in any other activity which causes a disruption in the normal educational opportunity for other students.**
 - d. If the student's conduct presents a clear threat to the physical safety of himself/herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.
 - e. Conduct constituting grounds for expulsion or long-term suspension as set out in Nebraska law.
2. Procedure for short-term suspension:
- a. When a student is accused of conduct which might result in suspension under this section, the building administrator is to conduct an investigation into the charges made and ascertain whether there is evidence of a violation of sufficient seriousness to warrant further action.
 - b. When the building administrator believes that further action is needed, he/she shall inform the student of the charges against him/her and give the student an opportunity to present his/her version of the incident.
 - c. Should the building administrator believe that a short-term suspension is justified; the building administrator shall make every reasonable attempt to notify the student's parent or guardian immediately.
 - d. The suspension shall take effect at the time specified by the building administrator. Written notification of the suspension shall be sent by regular mail to the parent or guardian as soon as is reasonably possible.
 - e. Such suspension may be either "in-school," where in a student does not attend classes but reports for study under supervised conditions as the building administrator may direct, or "out-of-school," where in a student is not permitted to be present on school property. In either case, students may not participate in or attend any activities sponsored by the Norfolk Public Schools.
 - f. Opportunity will be given students so suspended to make up work missed.
 - g. If the building administrator (Principal) makes a decision to discipline a student and the parent or guardian does not accept this decision, the parent or guardian may appeal to the Director of Student Services. The appeal must be filed with the Director of Student Services within 5 school days of the receipt of the written notice by the student or the students' parent or guardian. The Director of Student Services shall review the incident and the disciplinary action imposed by the building administrator. The Director of Student Services shall inform the parent or guardian of his/her decision within three calendar days from the date the appeal is received.

- h. Nothing in this policy shall preclude the student or the student's parent, guardian or representative from discussing and settling this matter with appropriate school personnel prior to the conference with the Director of Student Services.

A. **Long-term suspension/expulsion:** **Long-term suspension** shall mean the exclusion of a student from attendance in all schools within the Norfolk Public School System for a period of time exceeding five but less than twenty school days. **Expulsion** shall mean exclusion from attendance in all schools within the system.

1. Length of expulsions for regular and special circumstances

- a. **Regular Circumstances.** The expulsion of a student shall be for a period not to exceed the remainder of the semester in which it took effect, unless the misconduct occurred (1) *First Semester* - within ten (10) school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester or (2) *Second Semester* - within ten (10) school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year (subject to automatic review).
- b. **Special Circumstances involving use of force and personal injury.** (1) *First Semester* - period not to exceed the remainder of the school year in which it took effect if the misconduct occurs during the first semester or (2) *Second Semester* - if the expulsion takes place during the second semester, the expulsion shall remain in effect for summer school and may remain in effect for the first semester of the following school year.
- c. **Special Circumstances involving firearms.** Expulsion period not less than one calendar year.

2. 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 a school function or event off school grounds:

- a. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes.
- b. 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.
- c. Threatening, intimidating, causing or attempting to cause physical injury to a school employee or to any student. Physical injury caused by accident, self-defense or an action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
- d. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from such student.
- e. Knowingly or voluntarily to bring to school, possess, handle, transmit or use any firearm, knife or other dangerous weapon in school, on school grounds or at a school function off school grounds.

Dangerous weapons shall include: 1) firearms [including starter pistols, B-B guns (rifles and pistols), shotguns, air rifles and pistols, CO₂ propelled rifles and pistols, copy-cat or look-a-like rifles or pistols whether or not they are capable of expelling a projectile, see also definition below]; 2) bombs, razor blades, grenades, rockets, explosives or similar devices; 3) knives, dirks or stilettos of any type, or any other dangerous instrument capable of inflicting cutting, stabbing or tearing wounds; 4) knuckles consisting of finger rings, guards or similar devices made of a hard substance that is designed, made or adapted for the purpose of inflicting serious bodily injury by striking a person with a fist or open hand which is either enclosed by, worn on or held by the hand or knuckles.

- f. Knowingly possessing, handling or transmitting any object or material that is ordinarily or generally considered a firearm. The term "firearm" as described in 18 U.S.C. 921 means (1) any weapon (including a starter gun) which will, or is designed to, or may readily be converted to expel a projectile by the action of any explosive. [This would include rifles, pistols and shotguns.] (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm silencer; or (4) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means

1. any explosive, incendiary, or poison gas such as a (a) bomb, (b) grenade, (c) rocket having a propellant charge of more than four ounces, (d) missile having an explosive or incendiary charge of more than one-quarter ounce, (e) mine, or (f) device similar to any of the devices described in the preceding clauses;
 2. any type of weapon by whatever name known which will, or which may be readily converted to expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter (a shotgun or a shotgun shell which is generally recognized as particularly suitable for sporting purposes is not a destructive device within the meaning of this definition since a shotgun is a firearm as define above); and
 3. any combination of parts either designed or intended for use in converting any device into any destructive device described in paragraph 1. or 2. and from which a destructive device may be readily assembled.
- g. Engaging in the unlawful possession, be under the influence of, selling or use of an illegal substance or alcoholic beverage or that which is represented to be an illegal substance or alcoholic beverage.
- h. Public indecency.
- i. Sexually assaulting or attempting to sexually assault any school employee or student (this may result in mandatory reassignment).
- j. Engaging in any other activity forbidden by the laws of the State of Nebraska when this activity constitutes a danger to other students or interferes with school purposes.
- k. Continuation of disruptive activities which resulted in disciplinary action or short-term suspension(s), if such violation constitutes a substantial interference with school purposes.
- 3 Procedure for long-term suspension/expulsion: The procedure shall be the same as that of short-term suspension except as follows:
- a. The principal may suspend a student immediately, regardless of the fact that a hearing was requested within five days of notice of expulsion or long-term suspension by the school, if the principal determines that such immediate suspension is necessary to prevent or substantially reduce the risk of: a) interference with an educational function or school purpose or b) personal injury to the student, other students, school employees, or school volunteers. Although the preferable practice is that the principal make such determination in writing, nothing in this policy shall so require. If no hearing is requested, the immediate suspension will continue until the date the long-term suspension, expulsion, or mandatory reassignment takes effect. If a hearing is requested, the suspension will continue until the date the hearing examiner files the report of his or her findings with the Superintendent, if the principal has made a determination as above described.
 - b. On the date of the decision a written charge and a summary of the evidence supporting such charge shall be filed with the Director of Student Services. The school shall, within two school days of the decision, send written notice by registered or certified mail to the student's parent or guardian, and by regular mail to the student.
 - c. Such written notice shall include the following:
 - (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.
 - (2) The penalty, if any, which the building administrator has recommended in the charge, and any other penalty to which the student may be subject.
 - (3) A description of the hearing procedures provided along with procedures for appealing any decision rendered at the hearing.
 - (4) A statement that the building administrator, legal counsel for the school, the student, the student's parent or guardian, and/or the student's representative (or legal counsel) 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.

- (5) A form on which the student, student’s parent, or guardian may request a hearing to be signed by such parties and delivered to the building administrator or Superintendent in person or by registered or certified mail as prescribed by state law.
- d. Nothing in this policy shall preclude the student or the student’s parent, guardian or representative from discussing and settling this matter with appropriate school personnel prior to the hearing.
- e. If a hearing shall be requested within five school days of the receipt of the written notice by the student or the student’s parent or guardian, the Superintendent shall appoint a hearing examiner and all of the provisions of the Nebraska statutes which relate to such a hearing shall be adhered to.
- f. If the student, parent or guardian institutes the appeal following the determination of the Superintendent, they may appeal to the Norfolk Board of Education. Such an appeal shall be made within seven school days following receipt of the written notice of the determination of the Superintendent.
- g. A hearing shall be held before the Board of Education within a period of ten school days after it is requested and such time for a hearing may be changed by mutual agreement of the student and Superintendent, except that the hearing may be held before the Board of Education of not less than three members.

4. Alternative Education Program During Expulsion

- a. An Alternative Education Program will be available to all students during the period their expulsion is in force, except for circumstances outlined in Section A.1.c. above (firearms). These Alternative Education services are made available to students in accordance with revised Nebraska State Statutes 79-266 and Nebraska State Rule 92NAC17. Student participation in an Alternative Education Program is optional. Specific components of this program are developed with the building principal and may vary, depending upon the age of the student.

ELEMENTARY SCHOOLS CODE OF CONDUCT-POLICY 5101B

This is the guide used by Norfolk Public Schools to conduct administrative disciplinary action and has been approved by the Board of Education. The Code of Conduct allow for interpretation by the administrative team due to circumstances and the severity of the incident.

Student Conduct Expectations. Student are not to engage in conduct which cause or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, wellbeing or rights of other students, staff, or visitors.

Assaults/Fighting

	Infraction	1 st Intervention	2 nd Intervention	3 rd Intervention
A1	Assault on student without injury	ISS/OSS 1-3 days Notify parents, may notify police.	ISS/OSS 1-3 days Notify parents, may notify police.	OSS 3-10 days Notify parents & police.
A2	Assault on student with injury	OSS 1-3 days Notify parents & police. Possible recommendation for expulsion.	OSS 5-19 days Notify parents & police. Possible recommendation for expulsion.	Recommendation for expulsion. Notify parents & police.
A3	Assault on school personnel, with or without result of injury	OSS 1-19 days Notify parents & police. Possible recommendation for expulsion.	Recommendation for expulsion.	
A4	Fighting	Detention/ISS/OSS 1-3 days Notify parents, may notify police.	Detention/ISS/OSS 5-10 days. Notify parents & police.	Detention/ISS/OSS 5-19 days. Notify parents & police. Recommendation for expulsion.

Additional Information:

- The level of violence may affect the length of the suspension.
- If both students throw “punches”, both are considered to have fought and using self-defense is not a defense.
- Individuals that verbally entice a fight, call out another student, or challenge the other students are also considered to be guilty of fighting if it results in a fight.
- Mediation (peer or adult assisted) may be a condition of a student’s suspension.
- Anger management sessions with a school counselor may be a condition of a student’s suspension.

Threats/Intimidation

(The nature of the threats may affect the length of the suspension)

	Infraction	1 st Intervention	2 nd Intervention	3 rd Intervention
A5	Threats, intimidating, or menacing another student	Detention/ISS 1 day Possible OSS Notify Parents.	ISS/OSS 1-3 days Notify parents, may notify police.	OSS 3-15 days Notify parents, may notify police.
A6	Threats, intimidating, or menacing school personnel	ISS 1-3 days Possible OSS Notify parents.	OSS 1-15 days Notify parents, may notify police.	
A7	Swearing at school personnel	Detention/ISS 1-3 days	ISS/OSS 1-5 days	OSS 5-15 days
A8	Initiating a real threat on the school, (i.e. bomb threats, etc.)	OSS 1-15 days Notify parents, police, and/or fire marshal.		

Weapons, Firearms, Nuisance Items

	Infraction	1 st Intervention	2 nd Intervention	3 rd Intervention
B1	Weapon	Possible Detention/ISS/OSS 1-15 days. Retain the object. Notify parents, may notify police.	ISS/OSS 1-15 days. Retain object. Notify parents & police.	OSS 1-15 days Possible recommendation for expulsion.
B2	Firearm	Mandatory 1 calendar year expulsion		
B3	Nuisance or dangerous items; stink bombs, squirt guns, snowballs, etc.	Detention/ISS/OSS 1-3 days. Notify parents. Item will be confiscated.	Detention/ISS/OSS 1-3 days Notify parents. Item will be confiscated.	OSS 3-5 days Notify parents. Item will be confiscated.

From the Students Rights and Responsibilities in Norfolk Public Schools:

Weapons

Students are forbidden to:

- Knowingly or voluntarily bring to school, possess, handle, transmit or use any firearm, knife or other **dangerous weapon** in school, on school grounds or at a school function off school grounds.
Dangerous weapons shall include: 1) firearms [including starter pistols, B-B guns (rifles and pistols), shotguns, air rifles and pistols, CO₂ propelled rifles and pistols, copy-cat or look-a-like rifles or pistols (whether or not they are capable of expelling a projectile) see also definition below]; 2) bombs, razor blades, grenades, rockets, explosives or similar devices; 3) knives, dirks or stilettos of any type, or any other dangerous instrument capable of inflicting cutting, stabbing or tearing wounds; 4) knuckles consisting of finger rings, guards or similar devices made of a hard substance that is designed, made or adapted for the purpose of inflicting serious bodily injury by striking a person with a fist or open hand which is either enclosed by, worn on or held by the hand or knuckles.
- Knowingly possess, handle or transmit any object or material that is ordinarily or generally considered a **firearm**.

The term “**firearm**” as described in 18 U.S.C. 921 means

1. any weapon (including a starter gun), which will, or is designed to, or may readily be converted to expel a projectile by the action of any explosive. [This would include rifles, pistols and shotguns.]
2. the frame or receiver of any such weapon;
3. any firearm muffler or firearm silencer;
4. any destructive device. Such term does not include an antique firearm.

The term “**destructive device**” means

1. any explosive, incendiary, or poison gas such as a (a) bomb, (b) grenade, (c) rocket having a propellant charge of more than four ounces, (d) missile having an explosive or incendiary charge of more than one-quarter ounce, (e) mine, or (f) device similar to any of the devices described in the preceding clauses;
2. any type of weapon by whatever name known which will, or which may be readily converted to expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter (a shotgun or a shotgun shell which is generally recognized as particularly suitable for sporting purposes is not a destructive device within the meaning of this definition since a shotgun is a firearm as defined above); and
3. any combination of parts either designed or intended for use in converting any device into any destructive device described in paragraph 1. or 2. And from which a destructive device may be readily assembled.

***It is not a defense to a charge of bringing a weapon to school or possessing, handling transmitting or using a weapon at school, on school grounds, or at a school function off school grounds that the student did not intend to hurt anyone or that the weapon did not belong to them.

Drugs, Alcohol

	Infraction	1 st Intervention	2 nd Intervention	3 rd Intervention
C1	Possession, under the influence of and/or use of alcohol, controlled substance, intoxicant or placebo/look-alike imitation “Under the influence” means any level of impairment and includes even the odor of alcohol or illegal substances on breath or person of student. It includes being impaired by reason of the abuse of any material used as a stimulant.	OSS 1-19 days Notify parents & police. Refer to counselor for substance abuse intervention. Possible recommendation for expulsion.	Recommendation for expulsion.	
C2	Selling or offering a controlled substance, prescription drug, alcohol, and intoxicant of any kind.	OSS 5-19 days Notify parents and police. Possible recommendation or expulsion.	OSS 10-19 days Recommendation for expulsion.	Recommendation for expulsion
C3	Possession or sale of drug paraphernalia.	OSS 1-19 days Notify parents and police. Possible recommendation for expulsion	OSS 10-19 days. Notify parents and police. Recommendation for expulsion.	Recommendation for expulsion.

Robbery, Extortion

	Infraction	1 st Intervention	2 nd Intervention	3 rd Intervention
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D1	Robbery (use of force or fear)	OSS 1-5 days. Notify parents & police. Possible recommendation for expulsion.	OSS 5-19 days Notify parents & police. Recommendation for expulsion.	
D2	Extortion	ISS 1-3 days Notify parents.	ISS/OSS 1-5 days Notify parents, may notify police.	OSS 3-5 days Notify parents & police. Possible recommendation for expulsion.

Fire Setting, Arson, Graffiti

	Infraction	1 st Intervention	2 nd Intervention	3 rd Intervention
E1	Fire setting, arson	OSS 5-19 days Notify parents, police & fire marshal. Reimburse district for loss. Possible recommendation for expulsion.	Recommendation for expulsion.	
E2	Graffiti or causing damage to school property or private property.	Detention/ISS/OSS 1-3 days Notify parents & police. Reimburse for loss. Possible recommendation for expulsion. Restitution for damaged property.	ISS/OSS 1-5 days Notify parents & police. Reimburse for loss. Restitution for damaged property.	OSS 1-19 days Notify parent & police. Reimburse for loss. Possible recommendation for expulsion. Restitution for damaged property.
E3	Signaling false fire alarm. Tampering with/misuse of defibrillators, fire extinguishers or any dangerous/emergency equipment.	ISS/OSS 1-5 days Notify parents, police & fire marshal. Reimburse district for loss. Possible recommendation for OSS/expulsion. Restitution as required.	OSS 5-19 days Notify parents, police & fire marshal. Reimburse district for loss. Possible recommendation for expulsion. Restitution as required.	Recommendation for expulsion.

Theft

	Infraction	1 st Intervention	2 nd Intervention	3 rd Intervention
F1	Theft or attempted theft of school or private property	Teacher/Intervention/ Detention/ISS 1-3 days Notify parents, may notify police. Reimburse for loss.	Detention/ISS/OSS 1-5 days Notify parents, may notify police. Reimburse for loss.	ISS/OSS 1-15 days. Notify parents & police. Reimburse for loss. Possible recommendation for expulsion.
F2	Wrongful possession of school or private property.	Teacher/Detention/ISS 1-3 days Notify parents, may notify police.	ISS/OSS 1-5 days Notify parents, may notify police.	OSS 5 days Notify parents, may notify police.
F3	Knowingly receiving stolen school or private property	Teacher/Intervention/ Detention/ISS 1-3 days Notify parents, may notify police. Reimburse for loss.	ISS/OSS 1-5 days Notify parents & police. Reimburse for loss.	OSS 5-10 days Notify parents & police. Reimburse for loss. Possible recommendation for expulsion.

Tobacco, Lighters/Matches

	Infraction	1 st Intervention	2 nd Intervention	3 rd Intervention
G1	Use of lighters, matches or tobacco products (dipping, smoking, e-cigarettes, vapor products, etc.)	ISS/OSS 1-3 days Notify parents, may notify police. Confiscate items(s).	OSS 3-5 days Notify parents & police. Confiscate item(s).	OSS 5 days Notify parents & police. Confiscate item(s).

G2	Possession of matches, lighter, or tobacco products (dipping, smoking, e-cigarettes, vapor products, etc.)	Detention/ISS 1-3 days Notify parents, may notify police. Confiscate item(s).	ISS/OSS 1-5 days Notify parents & police. Confiscate items(s).	OSS 5 days Notify parents & police. Confiscate items(s).
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Harassment

	Infraction	1 st Intervention	2 nd Intervention	3 rd Intervention
H1	Written or oral harassment: Including profane or abusive language/gestures towards staff or students, bullying, jokes, slurs, graphic or verbal comments about an individual's body or a sexual nature of racial background.	Conference with administrator. Detention/Possible ISS/OSS 1-3 days. Notify parents, may contact police. Student contract may be developed and signed.	ISS/OSS 1-5 days Notify parents, may contact police. Conference with administrator. Written action plan developed. Student contract developed and signed.	OSS 1-5 days Notify parents, may contact police. Conference with administrator. Written action plan developed.
H2	Visual harassment: Inappropriate photographs/videos on personal device (including taking pictures/video of staff or students without their explicit consent), offensive posters, photos, cards, cartoons, graffiti, drawings, objects or gestures (public display of affection) & locker décor	Conference with administrator. Detention/ISS/OSS 1-3 days Possibly notify parents.	ISS/OSS 1-5 days Notify parents. Conference with administrator.	OSS 1-5 days Notify parents. Conference with administrator.
H3	Physical harassment: Intentional or obvious unwelcome or offensive physical contact	Conference with administrator. Detention/ISS/OSS 1-3days Possibly notify parents.	ISS/OSS 1- 5 days Notify parents, may notify police	OSS 1-19 days Notify parents & police. Possible recommendation for expulsion.
H4	Sexting: Possession of, sharing, or sending sexually explicit photographs via cell phone or other electronic devices.	ISS/OSS 1-19 days Notify parents & police.	OSS 1-19 days Notify parents & police.	

***Please refer to the Norfolk Public Schools policy included in Student Rights and Responsibility. The victim of any harassment incident may take action beyond the scope of building discipline.

Violations of School Rules

	Infraction	1 st Intervention	2 nd Intervention	3 rd Intervention
I 1	Defiance of authority. Failure to obey a direct instruction or comply with a reasonable staff request. This includes lying and refusing to provide or falsifying information.	Teacher intervention. Detention/ISS 1-3 days. May OSS 1-3 days Notify parents. Conference with administrator.	Detention/ISS/OSS 1-3 days Notify parents. Conference with administrator. May develop a plan.	ISS/OSS 1-5 days Follow the plan developed. Notify parents. Conference with administrator.
I 2	Disruption of school activities, (i.e. horseplay, play fighting, misuse of passes, etc.)	Possible detention.	Detention/ISS 1-3 days. Possible OSS 1-3 days. May develop plan. Notify parents.	ISS/OSS 1-5 days. Notify parents. Follow the plan.

I 3	Disruption while in ISS	Possible OSS for the remaining days of suspension. MAY re-serve ISS the following day.	Possible OSS for the remaining days of the suspension.	OSS for the remaining days of the suspension plus additional days of suspension added.
I 4	Use of electronic devices (i.e. cell phones /communication devices, cameras, CD/tape players, radios, laser pens, etc.) Prior approval for educational purposes is exempt.	Teacher conference with student about appropriate use of electronic device. Possible confiscation of device.	Teacher conference with student about appropriate use of electronic device. Teacher contacts parents about inappropriate use of electronic device. Confiscate device and the parent picks up in the office.	Confiscate device and get to administration office OR send student to the office with device. Possible detention/ISS
I 5	“NO SHOW” to a before or after school detention assigned by an administrator.	Warning/Detention time doubled for “NO SHOW”. Notify parents.	May ISS 1 day and/or serve two detentions. Notify parents.	ISS 1-3 days and serve two detentions. Notify parents. OSS for additional occurrences and serve 2 detentions.
I 6	Lunchroom misconduct	Detention/ISS lunch Supervisor may assign student alternative seating in the lunchroom.	Assigned seating/suspension from the lunchroom 1-5 days. Notify parents.	Administrator may assign seating/suspension from the lunchroom 1-10 days. Notify parents. Additional infractions will result in student’s loss of lunchroom privileges.
I 7	Inappropriate/Fraudulent use of school phone, computers, or electronic devices	Detention. Possible ISS/OSS 1-3 days Notify parent, may notify police. Loss of privileges for 1-4 weeks.	Possible ISS/OSS 1-3 days Notify parents, may notify police. Loss of privileges for the remainder of the quarter.	Possible ISS/OSS 1-5 days Notify parents, may notify police. Loss of privileges for remainder of the semester.
I 8	Buying or selling food, drinks or any other unauthorized material, including inappropriate/unauthorized use of student ID number	Conference/Detention Notify parents.	Detention/ISS 1-3 days Notify parents.	ISS/OSS 1-3 days Notify parents.
I 9	Falsifying or altering signatures; misrepresenting or calling self in	Conference with administrator. Notify parents. Possible Detention/ISS 1-3 days	ISS 1-3 days Notify parents.	OSS 1-3 days Notify parents.
I 10	Gambling in any form; pitching coins, dice, wagering with cards, etc.	Detention/ISS 1-3 days Conference with administrator. Notify parents.	ISS 1-3 days Notify parents.	OSS 1-3 days Notify parents
I 11	Wrongful use of skateboard, roller blades, bicycles, etc. on school property.	Item confiscated. Notify parents. Parents will pick up item at the end of the day. Possible Detention/ISS 1-3 days.	Item confiscated. Notify parents. Parents will pick up item. Possible ISS 1-3 days.	Item confiscated. Notify parents. Parents will pick up item. Possible ISS 1-3 days.

Truancy/Loitering

	Infraction	1 st Intervention	2 nd Intervention	3 rd Intervention
I 12	Truancy	Possible detention. Notify parents.	Possible Detention/ISS 1-3 days. Conference	Possible Detention/ISS 3-5 days
I 13	Truancy 1/2 to full day	ISS 1-3 days Notify parents.	ISS 3-5 days Conference	OSS 1-3 days Parent conference with administration. Police may be contacted.

I 14	Unauthorized entry into any unsupervised school area	Conference with administrator. May ISS 1-3 days. May notify parents	Detention/May ISS 1-3 days Possible OSS 1-3 days Notify parents, may contact police.	ISS/OSS 1-5 days Notify parents.
I 15	Loitering	Conference with administrator. May issue detention.	Detention/ISS 1-3 days Notify parents.	ISS 1-3 days Notify parents.
I 16	Leaving school without following procedure	Possible ISS/OSS 1-3 days Conference with administrator. Notify parents & police	Possible ISS/OSS 1-5 days Notify parents & police	ISS/OSS 3-5 days Notify parents.

Miscellaneous Violations

	Infraction	1 st Intervention	2 nd Intervention	3 rd Intervention
I 17	Unprepared for class	Conference Teacher notifies parent.	Conference/Detention Teacher notifies parent.	Student/Teacher contract. Teacher notifies parent. Student and/or parent conference with team. Develop written plan of action.
I 18	Cheating	Teacher notifies parent & administration. Student may make-up an alternate assignment/assessment at a time convenient for the teacher.	Teacher notifies parent & administration. Student may make-up an alternate assignment/assessment at a time convenient for the teacher. Parent & teacher conference with administration.	Teacher notifies parent. Conference with administration.
I 19	Violation of other school rules & regulations. (i.e. eating food outside the cafeteria, bringing pop into the building, etc.)	Warning issued to student. Administration may confiscate and retain items. Notify parents.	Detention 1-3 days Administration may confiscate and retain items. Notify parents.	Detention/ISS 1-3 days Administration may confiscate and retain items. Notify parents.
I 20	Returning to campus or school property while serving an out of school suspension	1 additional day will be added to the length of the suspension. Police may be contacted.	1-3 additional days will be added to the length of the suspension. Police will be contacted.	3-5 additional days will be added to the length of the suspension. Police will be contacted.
I 21	No show for a teacher detention.	Consequences as assigned by the teacher. Teacher will contact parent.	Consequences as assigned by the team/teacher. Teacher will contact parent.	2 Office Detentions + original detention to be served with teacher. ISS 1-3 days. Teacher will contact parent.
I 22	Misbehavior for a guest teacher	Detentions or consequences as assigned by the teacher. Teacher will contact parents.	Conference with administrator. Teacher notifies parent. Office detention/possible ISS 1-3 days Additional consequences may be administered by teacher.	Possible ISS Parent conference. Additional consequences may be administered by teacher and administrative team.
I 23	Bus behavior Additional consequences apply for repeated incidents after 3 rd intervention.	Warning/Conference/Parent phone call. Assigned seating. Possible detention.	Parent phone call. Possible removal from bus 1-7 school days. Possible Detention/ISS 1-3 days. Bus letter sent home. Assigned seating rest of quarter.	Parent phone call. Possible meeting. Removal from bus 7-30 school days. Possible ISS 3-5 days. Bus letter sent home. Written plan for improvement developed. Assigned seating rest of semester.

I 24	Dress Code	Warning. Clothing changed or corrected.	1-3 detentions possible. Clothing changed or corrected.	ISS 1-3 days Clothing changed or corrected.
I 25	Continual violation of school rules	Parent conference with administrator. Possible ISS/OSS 1-3 days.	Parent conference with administrator. Possible OSS 3-5 days.	Parent conference with administrator. Possible OSS 5-10 days.

STUDENT TRANSFERS

Students transferring from other school districts will be classified temporarily in the grade in which they state they belong. After their records are received any necessary adjustment will be made.

If a child's parents move from one elementary school sub-district within Norfolk to another, such child shall be permitted to attend either school for the remainder of that school year once a Boundary Exception form has been completed. **If the child wishes to remain in the original school after that year, a new Boundary Exception application must be made (refer to Boundary Exceptions).**

If parents move out of the Norfolk Public School district boundaries:

- 1) students may transfer to the school district in which they reside
- 2) parents may apply for the Enrollment Option Program and if both districts approve, the student may option to stay in the Norfolk Public Schools.

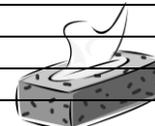
STUDENT VALUABLES

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is need to pay for lunch, leave the money or valuables with a staff member in the school office for temporary and safekeeping. Even then, the school is not in a position to guarantee that the student's property will not be subject to loss, theft, or damage.

SUPPLIES FOR STUDENTS (RECOMMENDED)

Grade Level	Recommended Supply List
Kindergarten	2 boxes of crayons (24 count)
	1 4 oz. bottle of Elmer's glue
	2 large boxes of facial tissues
	12 #2 wooden pencils (orange or yellow)
	1 pair of Fiskar scissors
	1 large book bag
	1 wide-ruled spiral notebook
	10 glue sticks
	Headphones
	1 pencil box
	2 soft pink erasers
	1 package of fine tip Expo markers
	Disinfecting wipes
1 8 oz bottle hand sanitizer	
First	2 boxes of crayons (24 count)
	24 #2 wooden pencils (Ticonderoga preferred, plain colored, not fancy, sharpened)
	1 set of Headphones (over the ear)
	2 4 Expo markers
	2 large pink eraser

	5 6 Elmer's glue sticks
	1 pair of Fiskar scissors
	2 large boxes of facial tissues
	1 school box (standard size 5" x 8")
	4 folders with 2 pockets, red, blue, green and yellow
	1 plain, colored spiral notebook (70 count wide-ruled)
	2 containers disinfectant wipes
	2 8 oz bottle hand sanitizer
Second	2 box of Crayons (24 count)
	24 #2 wooden pencils (Ticonderoga preferred, plain colored, not fancy, sharpened)
	3-4 large pink or green erasers
	Disinfectant wipes
	Headphones
	1 8 oz bottle hand sanitizer
	1 pair of Fiskar scissors
	1 4 oz. bottle of Elmer's glue (for Art projects)
	2 large boxes of facial tissues
	1 pencil box
	4 folders with 2 pockets (without clasps)
	6 glue sticks
	2 red pens
	4-6 dry erase markers
	3 wide-ruled spiral notebooks
Third	1 box of Crayons (24 or 36 count)
	36 #2 wooden pencils (Ticonderoga preferred)
	1 set of headphones
	1 box of zip lock bags (any size)
	2 large pink erasers or pencil top erasers
	1 pair of Fiskar scissors
	1 4 oz. bottle of Elmer's glue (for Art projects)
	2 large boxes of facial tissues
	1 small school box
	5 4 folders with 2 pockets red, yellow, blue, purple, green
	150 count loose leaf wide-lined notebook paper
	1 box of 12 colored pencils
	4 Glue Sticks
	3 spiral wide-ruled notebooks
	3 red correction pens
	6 dry erase markers
	1 large book bag
	2 yellow highlighter
	1 8 oz bottle hand sanitizer or disinfecting wipes
Four	150 count loose leaf wide-lined notebook paper
	36 #2 wood pencils (Ticonderoga preferred)
	5 plastic folders with 2 pockets No Metal Prongs- red, blue, purple, green, yellow – to organize by subject
	2 large erasers
	2-3 large boxes of facial tissues
	1 box of 12 colored pencils
	1 box of Crayons (24 or 36 count)
	1 pair Fiskar scissors
	1 pencil box or bag (no lock and key)
	4-6 glue sticks
	5 spiral notebooks (color coded - red, blue purple, green, yellow)
	1 composition notebook (non tear out)
	3 red pens
	4-10 black, FINE TIP dry erase markers (skinny)
	1 disinfecting wipe containers



	2 yellow highlighters
	1 set of headphones not earbuds
	1 8 oz or larger bottle of hand sanitizer
Montessori	Shoebox size plastic tote
Kindergarten	Small plastic pencil box-NO LOCKS PLEASE
	6 3 spiral notebooks – WIDE RULED ONLY
	4 folders with 2 pockets – NO METAL PRONGS OR PLASTIC FOLDERS
	24 pack crayons – 2 PACKS
	24 #2 Sharpened pencils
	1 pkg Pencil top erasers
	24 packs of Crayola colored pencils – 2 PACKS
	4 large glue sticks
	1 4oz bottle Elmer’s glue
	Fiskar scissors
	Ruler (grades 1-4 only)
	2 large pink erasers
	1 large box of tissues
	1 composition notebook (grades 1-4 only)
	1 8 oz bottle of hand sanitizer (K, 2, 4)
	1 ream of loose leaf paper (3 rd & 4 th grade)
	1 pack of thin black felt tip pen (3 rd & 4 th grade)
	3 regular black sharpies
	1 container of disinfecting wipes (K, 1, 3)
	1 clipboard (K only – will use through 4 th grade)
	1 set of headphones (K only – will use through 4 th grade)
	3 ring binder (1.5 inch) (3 rd & 4 th grade)
	1 set of binder index dividers (3 rd & 4 th grade)
Montessori	Shoebox size plastic tote 6 qt. or 13 ½ x 8 1/8
1 st /2 nd Grade	Small plastic pencil box – NO LOCKS PLEASE
	6 spiral notebooks – WIDE RULED ONLY
	4 folders with 2 pockets – NO METAL PRONGS OR PLASTIC FOLDERS
	24 #2 sharpened pencils
	1 pkg pencil top erasers
	24 pack crayons
	24 pack of Crayola colored pencils – 2 PACKS
	8 glue sticks
	4 oz bottle of glue
	Fiskar scissors
	2 large pink erasers
	Ruler
Montessori	Shoebox size plastic tote 6 qt. or 13 ½ x 8 1/8
3 rd /4 th Grade	Small plastic pencil box – NO LOCKS PLEASE
	8 spiral notebooks – WIDE RULED ONLY
	3 plastic folders with metal prongs
	24 #2 sharpened pencils – NO MECHANICAL PENCILS
	1 pkg pencil top erasers
	24 pack crayons
	24 pack of Crayola colored pencils – 2 PACKS
	4 glue sticks
	4 oz bottle of glue
	Fiskar scissors
	2 large pink erasers
	Ruler
	Composition notebook
	1 pkg of loose leaf paper
	1 pkg of thin black felt-tip pens
	3 regular black sharpies





TELEPHONE USAGE BY STUDENTS

The telephone is for business. Use of the telephone is discouraged for personal calls by children.

CELL PHONE/**COMMUNICATION DEVICES** POLICY

Cell phones/**communication devices** may **NOT** be used or heard during class time. By allowing students to carry cell phones into the school building, students and their families are consenting to a search of that phone by school officials when the school officials determine a need to conduct such a search. Instances determining a need for a cell phone search may include, but are not limited to: bullying, harassment, academic integrity (cheating), threats, or any other intimidating/inappropriate actions. This policy is in effect during regular school hours and during any on/off site school activities.

Students who fail to follow the cell phone policy will be subject to the following consequences:

First violation:

Cell phone will be confiscated and returned to the student at the end of the day.

Second violation:

Cell phone will be confiscated and returned **to the parent/guardian.** ~~upon completion of one after school detention.~~

Third violation:

Cell phone will be confiscated and returned to the student's parent/guardian. **Possible Detention/ISS** ~~Student will serve two after school detentions.~~

VIDEO SURVEILLANCE

The Board of Education has authorized the use of video cameras on school district property to ensure the health, welfare and safety of all staff, students and visitors to district property, and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the superintendent.

Notice is hereby given that video surveillance may occur on district property. In the event a video surveillance recording captures a student or other building user violating school policies or rules, or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

VISITING SCHOOL

Parents and/or guardians are always welcome as school visitors. We do request that all visitors have prior permission from the teacher and principal. All visitors should check in at the school office before visiting the classroom. A visitor's identification badge will be issued to ensure the safety of our students. The badge should be returned to the office when you leave the building. Children are not permitted to visit unless accompanied by an adult. **Student Visitors**-It is not the policy of Norfolk Public Schools to allow non-students to attend classes with a student. We feel it is important not to interrupt the educational process.

VOLUNTEERS

Parents and other citizens are encouraged to volunteer their time and talents to the schools. Volunteer services range from helping in the elementary libraries to assisting in the individual classrooms. If you would like to volunteer, please complete the volunteer form online and contact your school. Volunteers are asked to sign in at the office.

Y KIDS CLUB (Before and After School Care)

A before and after school care program is provided by the Norfolk YMCA at Bel Air, Jefferson, Lincoln, Westside and Woodland Park Elementary Schools. Please contact the Norfolk YMCA at 402-371-9770 or your respective building principal if you wish more information on this program.

StudentsStudent AttendanceAttendance Policy and Excessive Absenteeism

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

Attendance and Absences

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

but all of the codes need to be identified to parents and students as fitting into one of the above defined absence circumstances.

Two school days will be allowed to make up work for each day missed, with a maximum of 10 days allowed to make up work. Extensions may be made for extenuating circumstances, at the discretion of the teacher and principal.

- C. Mandatory Ages of Attendance. A child is of mandatory age if the child will reach age 6 prior to January 1 of the then-current school year and has not reached 18 years of age.
1. Exceptions for Younger Students. Attendance is not mandatory for a child who has reached 6 years of age prior to January 1 of the then-current school year, but will not reach age 7 prior to January 1 of such school year, if the child's parent or guardian has signed and filed with the school district in which the child resides an affidavit stating either: (1) that the child is participating in an education program that the parent or guardian believes will prepare the child to enter grade one for the following school year; or (2) that the parent or guardian intends for the child to participate in a school which has elected or will elect pursuant to law not to meet accreditation or approval requirements and the parent or guardian intends to provide the Commissioner of Education with a statement pursuant to section 79-1601(3) on or before the child's seventh birthday.
 2. Exceptions for Older Students. Attendance is also not mandatory for a child who: (1) has obtained a high school diploma by meeting statutory graduation requirements; (2) has completed the program of instruction offered by a school which elects pursuant to law not to meet accreditation or approval requirements; or (3) has reached the age of 16 years and has been withdrawn from school in the manner prescribed by law.
- D. Early Withdrawal for Students Enrolled in Accredited or Approved Schools. A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if an exit interview is conducted and a withdrawal form is signed.
1. Exit Interview. The process is initiated by a person who has legal or actual charge or control of the child submitting a withdrawal form. The form is to be as prescribed by the Commissioner of Education. Upon submission of the form, the Superintendent or Superintendent's designee shall set a time and place for an exit interview if the child is enrolled in Norfolk Public Schools or resides in the Norfolk Public School District and is enrolled in a private, denominational, or parochial school.

The exit interview shall be personally attended by:

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

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

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

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

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

2. Withdrawal Form. Any withdrawal form signed by the person making the written request shall be valid only if:
 - the child also signs the form, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable, and
 - the Superintendent or Superintendent's designee signs the form acknowledging that the interview was held, the required information was provided and discussed at the interview, and, in the opinion of the Superintendent or Superintendent's designee, the person making the written request does in fact have legal or actual charge or control of the child and the child is experiencing either (i) financial hardship, or (ii) an illness making attendance impossible or impracticable.

3. Early Withdrawal for Students Enrolled in an Exempt School (Home Schools). A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if such child has been enrolled in a school that elects not to meet the accreditation or approval requirements by filing with the State Department of Education a signed notarized release on a form prescribed by the Commissioner of Education.
- E. Reporting and Responding to Excessive Absenteeism. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child of mandatory school attendance age to attend school regularly without lawful reason, shall within three days report such violation to the superintendent or such person(s) who the superintendent designates to be the attendance officer (hereafter, "attendance officer"). The attendance officer shall immediately cause an investigation into any such report to be made. The attendance officer shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the district, the attendance officer believes there is a violation of the compulsory attendance laws. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to address the problem of excessive absenteeism. Such services shall include, as appropriate, the services listed below under "Excessive Absenteeism" and "Reporting Excessive Absenteeism."
1. Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:
 - a) Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child; and
 - b) When a student continues thereafter to have absences which are not school excused and the absences are of concern due to the effect of the absences on the student's academics, the student's attendance history, the time of the school year, the reason for the absences, or other circumstances
 - c) One or more meetings will be held between the school (a school attendance officer, a school administrator or his or her designee, and/or a social worker), the child's parent or guardian, and the child, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall consider, but not be limited to:

- The physical, mental, or behavioral health of the child-;
- Educational counseling;
- Educational evaluation;
- Referral to community agencies for economic services;
- Family or individual counseling; and
- Assisting the family in working with other community services.

d) If the parent/guardian refuses to participate in such meeting, the principal shall place documentation of such refusal in the child’s attendance records.

2. Reporting Excessive Absenteeism to the County Attorney.

The school may report to the county attorney of the county in which the person resides when the school has documented the efforts to address excessive absences, the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than twenty (20) absences per year. The school shall notify the child’s family in writing prior to referring the child to the county attorney. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.

Legal Reference: Neb. Rev. Stat. ' ' 79-201 and 79-209

Date of Adoption: March 10, 2014
 Date of Revision: July 14, 2014
 Date of Reaffirmation: May 11, 2015
 Date of Reaffirmation: June 13, 2016
 Date of Revision: June 12, 2017
 Date of Revision: December 11, 2017
 Date of Reaffirmation: May 14, 2018
 Date of Reaffirmation: May 13, 2019
 Date of Revision: June 8, 2020
 Date of Revision: December 14, 2020
 Date of Reaffirmation; June 14, 2021
 Date of Reaffirmation: September 13, 2021

StudentsAnti-Bullying Policy

One of the missions of the District is to provide a physically safe and emotionally secure environment for students and staff.

The administration and staff are to implement strategies and practices to reinforce and encourage positive behaviors by students. Positive behaviors include non-violence, cooperation, teamwork, understanding, and acceptance of others.

The administration and staff are to implement strategies and practices to identify and prevent inappropriate behaviors by all students, including anti-bullying education for all students. Inappropriate behaviors include bullying, intimidation, and harassment. Bullying means any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events.

The school district shall review the anti-bullying policy annually.

Legal Reference: Neb. Rev. Stat. ' 79-2137
Student Discipline Act, Neb. Rev. Stat. ' ' 79-254 to 79-296
NDE February 2003 State Board Action; Reaffirmed
December 2005

Date of Adoption: May 12, 2014
Date of Reaffirmation: May 11, 2015
Date of Reaffirmation: May 9, 2016
Date of Reaffirmation: May 9, 2017
Date of Reaffirmation: April 9, 2018
Date of Reaffirmation: May 14, 2018
Date of Reaffirmation: May 13, 2019
Date of Reaffirmation: June 8, 2020
Date of Reaffirmation: June 14, 2021

StudentsStudent Fees Policy

The Board of Education of Norfolk Public Schools adopts the following student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

The District's general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution and state and federal law. This generally means that the District's policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

The District does provide activities, programs, and services to children which extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the District's efforts to provide such activities, programs, and services. The District's general policy is to continue to encourage and, to the extent permitted by law, to require such student and parent contributions to enhance the educational program provided by the District.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. The District does so by setting forth the following guidelines and policies. This policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. The Policy includes Appendix "I," which provides further specifics of student fees and materials required of students which is reviewed and updated each school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

(1) Guidelines for non-specialized attire required for specified courses and activities. Students have the responsibility to furnish and wear non-specialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course or activity.

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in

the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

(2) Personal or consumable items & miscellaneous

(a) Extracurricular Activities. Students have the responsibility to furnish any personal or consumable items for participation in extracurricular activities.

(b) Courses

(i) General Course Materials. Items necessary for students to benefit from courses will be made available by the District for the use of students during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, notebooks, trappers, protractors and math calculators. A specific class supply list will be published annually in a Board-approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain District property.

(ii) Damaged or Lost Items. Students are responsible for the careful and appropriate use of school property. Students and their parents or guardian will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.

(iii) Materials Required for Course Materials. Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (such as projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value of the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.

(iv) Music Course Materials. Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the District's fee waiver policy. The District is not required to provide for the use of a particular type of musical instrument for any student.

(v) Parking. Students may be required to pay for parking on school grounds or at school-sponsored activities, and may be subject to payment of fines or damages for damages caused with or to vehicles or for failure to comply with school parking rules.

(3) Extracurricular Activities-Specialized equipment or attire. Extracurricular activities means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District. The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire

fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouth pieces, and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extracurricular activities or for paying a reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

(4) Extracurricular Activities-Fees for participation. Any fees for participation in extracurricular activities are further specified in Appendix "1." Admission fees are charged for extracurricular activities and events.

(5) Postsecondary education costs. Students are responsible for postsecondary education costs. The phrase "postsecondary education costs" means tuition and other fees only associated with obtaining credit from a postsecondary educational institution. For a course in which students receive high school credit and for which the student may also receive postsecondary education credit, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.

(6) Transportation costs. Students are responsible for fees established for transportation services provided by the District as and to the extent permitted by federal and state laws and regulations.

(7) Copies of student files or records. The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

(8) Participation in before-and-after-school or pre-kindergarten services. Students are responsible for fees required for participation in before-and-after-school or pre-kindergarten services offered by the District, except to the extent such services are required to be provided without cost.

(9) Participation in summer school or night school. Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

(10) Breakfast and lunch programs. Students shall be responsible for items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations. Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like. Students may be required to bring money or food for field trip lunches and similar activities.

(11) Waiver Policy. The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.

(12) Distribution of Policy. The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to every student of the District or to every household in which at least one student resides, at no cost.

(13) Student Fee Fund. The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which it was collected from students. Funds subject to the Student Fee Fund consist of money collected from students for: (1) participation in extracurricular activities, (2) postsecondary education costs, and (3) summer school or night school.

National Trip Policy

Norfolk Public Schools will provide no financial support to extra-curricular student groups or organizations for travel outside of Nebraska (exclusive of NSAA sanctioned activity competition in Iowa and South Dakota).

Vocational Student Organizations (including, but not limited to DECA, FBLA, FFA, and VICA) that have members qualify for National competition through State-sponsored conferences/conventions will be allowed to attend those conferences. Groups that qualify for National competition through calendar school year competition, which are primarily academic in

nature (including, but not limited to Quiz Bowl and Speech/Debate) will also be allowed to attend their competitions. Absences will be counted as school activity and a staff member will be provided to act as an official sponsor for the trip.

Occasionally groups (including, but not limited to Band, Choir, Cheerleaders and Pink Panthers) are invited to make trips or are invited to make trips through summer camps. Student groups that choose to take these trips shall not use school time to organize or plan. Absences for these trips will not be excused if taken during school time. The District will not endorse trips on school days nor provide a staff member to act as an official sponsor for the trip. (Note: If the trip occurs on a “non-contract day, or a non-school day, a staff member may choose to use their own time to participate).

Legal Reference: Neb. Rev. Stat. §§79-2125 to 79-2135 and Laws 2003, LB 249 (The Public Elementary and Secondary Student Fee Authorization Act)
 Neb. Constitution, Article VII, section 1.
 Neb. Rev. Stat. §§79-241, 79-605, and 79-611(transportation)
 Neb. Rev. Stat. §79-2104 (student files or records)
 Neb. Rev. Stat. §79-715 (eye-protective devices)
 Neb. Rev. Stat. §79-737 (liability of students for damages to school books)
 Neb. Rev. Stat. §79-1104 (before-and-after-school or pre-kindergarten services)
 Neb. Rev. Stat. §§79-1106 to 79-1108.03 (accelerated or differentiated curriculum program)

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Students**School Wellness Policy**

A mission of Norfolk Public Schools (“District”) is to provide curriculum, instruction, and experiences in a health-promoting school environment to instill habits of lifelong learning and health. Therefore, the Board adopts the following School Wellness Policy.

1. District Wellness Committee***Committee Role and Membership***

The District will convene a representative District Wellness Committee (“DWC”) or work within an existing school health committee that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this District wellness policy.

The DWC membership will represent all school levels and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; school health professionals or staff; mental health and social services staff; school administrators; school board members; and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

2. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement***Implementation Plan***

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention’s School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at the District's website.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the Superintendent's office and/or on the District's computer network. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the District website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which the District's schools are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to [a] the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the Superintendent or the Superintendent's designee.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs

change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the District's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the District and individual schools are communicating important school information with parents. The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

3. Nutrition

School Meals

The District is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District that participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and any additional Federal child nutrition programs will meet the nutrition requirements of such programs. The District may also operate additional nutrition-related programs and activities. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition

standards.)

- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
 - Whole fruit options are displayed neatly.
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers.
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - Student artwork is displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards or, if the state policy is stronger, will meet or exceed state nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

Schools are strongly encouraged to meet the USDA Smart Snacks in School nutrition standards.

1. Celebrations and parties. 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.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. The District will make available to parents and teachers a list of healthy fundraising ideas or comparable resources.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;

- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all

students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards or, if stronger, state nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that it is financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

4. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy

across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the District is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in “Physical Education” subsection). All schools in the District will be encouraged to participate in *Let’s Move! Active Schools* (www.letsmoveschools.org), or comparable program, in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) is greatly valued and the District strongly discourages staff from withholding it as a punishment. The District will provide teachers and other school staff with a list of ideas or resources for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All elementary students in each grade will receive physical education for at least 50-90 minutes per week throughout the school year.

All secondary students (middle and high school) are required to take the equivalent of one academic year of physical education.

The District’s physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Fitnessgram) and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

Health education will be required in all elementary grades and the District will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 of the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight

- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will offer at least 20 minutes of recess on all days during the school year. Exceptions may be made as appropriate, such as on early dismissal or late arrival days. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather and other conditions make it feasible for outdoor play.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

Students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through the USDA and the Alliance for a Healthier Generation.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day through a variety of methods. The District will encourage students to be physically active before and after school by sponsoring or permitting: physical activity clubs and physical activity in aftercare, intramurals or interscholastic sports.

Active Transport

The District will support active transport to and from school, such as walking or biking. Examples of activities that the District may engage in to encourage active transport include, but are not limited to:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week and National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses
- Document the number of children walking and or biking to and from school
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

5. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will develop, enhance, or continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year.

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary

School Campus: areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day: the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Legal Reference: Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. section 1758b; 7 CFR sections 210.11 and 210.30; National School Lunch Program, 42 U.S.C sections 1751-1760, 1770; Regulations and Procedures for Accreditation of Schools, NDE Rule 10

Date of Adoption: May 14, 2014
Date of Revision: June 12, 2017
Date of Reaffirmation: April 9, 2018
Date of Reaffirmation: May 13, 2019
Date of Reaffirmation: June 8, 2020
Date of Reaffirmation: June 14, 2021

Instruction

Multicultural Education

Norfolk Public Schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races.

Statement of Philosophy and Mission

The philosophy of the multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our nation and the world, and of the contributions made by diverse cultures and races and (b) the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races.

The mission of the multicultural education program is to prepare students to: (a) value and respect their own culture and race and cultures and races other than their own and (b) eliminate stereotypes and different treatment of others based on culture and race. The mission shall also include preparing students to eliminate stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

Implementation of Multicultural Education

The philosophy and mission of the multicultural education program is to be implemented as follows:

1. Multicultural education shall be included in goals established for educational programs.
2. Multicultural education shall be included in the district curriculum guides, frameworks, or standards.
3. The process for selecting appropriate instructional materials shall include assuring that the instructional materials at all grade levels include studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races.
4. Staff development shall be provided on the District's multicultural education policy. The staff development shall include professional development for administrators, teachers, and support staff which is congruent with the District and program goals.
5. Periodic assessment of the multicultural education program shall be conducted by the Superintendent. Teachers and other staff upon request shall have the responsibility to provide the administration with reports on: (a) the instructional

materials used and programs or methods implemented with their students which are supportive of the multicultural education program philosophy and mission, (b) programs or materials to be implemented in the future or which teachers or other staff feel should be implemented to further advance such philosophy and mission, and (c) their professional assessment on the successes of or deficiencies in achieving the multicultural education program philosophy and mission. The Superintendent shall provide an annual status report on the assessment to the Board of Education.

Legal Reference: Neb. Rev. Stat. §§ 79-719 to 79-723
 Nebraska State Board of Education Rule 10

Date of Adoption: July 14, 2014
Date of Reaffirmation: November 9, 2016
Date of Reaffirmation: October 8, 2018
Date of Reaffirmation: May 13, 2019
Date of Reaffirmation: June 8, 2020
Date of Reaffirmation: December 14, 2020
Date of Revision: June 14, 2021

InstructionParental/Community Involvement in Schools

Madison County School District 59-0002, a/k/a Norfolk Public Schools, after having conducted a public hearing concerning parental involvement and participation, declares that it shall be the policy of the District:

1. In the event any parent has a complaint or objection to textbooks, tests, curriculum materials, and any other instructional materials, the parent may request a personal conference with appropriate school personnel to discuss such concerns. The Superintendent or designee shall provide a complaint form which may be used by a parent 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.
2. Upon reasonable advance request a parent will be permitted to attend and monitor courses, assemblies, counseling sessions, and other instructional activities unless the school determines that such attendance would substantially interfere with a legitimate school interest, which includes the interests of the parent's child, other students, and the educational staff.
3. Parents are encouraged to communicate to school staff when the parent believes it to be appropriate for their child to be excused from testing, classroom instruction, and other school experiences that the parent finds objectionable. The Superintendent or designee shall make a provision on the complaint form hereinabove referenced for receiving information from a parent concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the parent's objection and a proposed solution for dealing with the objection that would be satisfactory to the parent and consistent with the mission of the District and legitimate school interests.
4. Upon request of a parent, the District will provide access to the education records of their child consistent with applicable law. Access will be provided during regular business hours of the school.
5. The District will notify parents when their child may be subjected to a standard norm referenced or criterion referenced test or standard tests such as but not limited to the Measure of Academic Progress (MAP) test. When reasonable to do so or required by law the parents will be notified of where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent or guardian of such student shall be prohibited unless a parent requests in writing that such tests be administered to their child.

6. Prior to any school sponsored survey being administered to the students of the District, it shall be the responsibility of the Superintendent or designee to notify the parent or parents of each student involved in the survey of the nature of the survey, the date and time when such survey shall be administered, and the purpose for which and the uses of which survey exist from the school's perspective.
7. As a general matter substantive decision-making processes will be left to the judgment of the professional staff, administration and the Board of Education, subject to an effort to receive information from parents as to any concerns, objections, or other information such parents would wish to provide to the school district concerning a parent's access, involvement, and participation in activities of the school.

Legal Reference: Neb. Rev. Stat. §§ 79-530 to 79-533
Family Educational Rights and Privacy Act, 20 U.S.C. 1232g
Protection of Pupil Rights Amendment, 20 U.S.C. 1232h

Date of Adoption: July 14, 2014
Date of Reaffirmation: May 11, 2015
Date of Reaffirmation: May 9, 2016
Date of Reaffirmation: May 9, 2017
Date of Revision: June 11, 2018
Date of Reaffirmation: May 13, 2019
Date of Reaffirmation: June 8, 2020
Date of Reaffirmation: December 14, 2020
Date of Reaffirmation: June 14, 2021

InstructionCombined District and School Title I Parent and Family Engagement Policy

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

In General

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

1. Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
2. Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
3. Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
4. Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
5. Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.

6. Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

7. Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Legal Authorities: 20 U.S.C. §§6318 and 7801(32)

Date of Adoption:	July 14, 2014
Date of Reaffirmation:	May 11, 2015
Date of Revision:	August 8, 2016
Date of Reaffirmation:	May 9, 2017
Date of Reaffirmation:	May 14, 2018
Date of Revision:	July 9, 2018
Date of Reaffirmation:	May 13, 2019
Date of Revision:	August 12, 2019
Date of Revision:	June 8, 2020
Date of Reaffirmation:	December 14, 2020
Date of Reaffirmation:	June 14, 2021



Norfolk Public Schools 2022-2023 Staff Calendar

August 2022 1

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17*	18	19	20
21	22	23	24*	25	26	27
28	29	30	31*			

September 2022 2

S	M	T	W	Th	F	Sa
	5	6	7*	1	2	3
4				8	9	10
11	12	13	14*	15	16	17
18	19	20	21*	22	23	24
25	26	27	28*	29	30	

October 2022 3

S	M	T	W	Th	F	Sa
			5*	6	7	1
2	3	4				8
9	10	11	12*	13	14	15
16	17	18	19*	20	21	22
23	24	25	26*	27	28	29
30	31					

November 2022 4

S	M	T	W	Th	F	Sa
		1	2*	3	4	5
6	7	8	9*	10	11	12
13	14	15	16*	17	18	19
20	21	22	23*	24	25	26
27	28	29	30*			

December 2022 5

S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7*	8	9	10
11	12	13	14*	15	16	17
18	19	20	21*	22	23	24
25	26	27	28*	29	30	31

January 2023 6

S	M	T	W	Th	F	Sa
1	2	3	4*	5	6	7
8	9	10	11*	12	13	14
15	16	17	18*	19	20	21
22	23	24	25*	26	27	28
29	30	31				

February 2023 7

S	M	T	W	Th	F	Sa
			1*	2	3	4
5	6	7	8*	9	10	11
12	13	14	15*	16	17	18
19	20	21	22*	23	24	25
26	27	28				

March 2023 8

S	M	T	W	Th	F	Sa
			1*	2	3	4
5	6	7	8*	9	10	11
12	13+	14+	15*	16	17	18
19	20	21	22*	23	24	25
26	27	28	29*	30	31	

April 2023 9

S	M	T	W	Th	F	Sa
						1
2	3	4	5*	6	7	8
9	10	11	12*	13	14	15
16	17	18	19*	20	21	22
23	24	25	26*	27	28	29
30						

May 2023 10

S	M	T	W	Th	F	Sa
	1	2	3*	4	5	6
7	8	9	10*	11	12	13
14	15	16	17*	18	19	20
21	22	23	24*	25	26	27
28	29	30	31*			

Key:

- No school for students or teachers
- Teacher Work Day/Students-No School
- Teacher Work Day/Students-No School (a.m. only)
- End Quarter
- * 2:00 p.m. dismissal for students K-12
- 11:30 a.m. dismissal for students K-12
- + Make-up Snow Days (if needed)

August

- 2-5 Orientation - New teaching staff
- 8-10 Orientation - All teaching staff
- 11 First Day - First Half Students K-12
- 12 First Day - Second Half Students K-12
- 15 All Day- K-12

September

- 5 Labor Day - No School

October

- 12 K-12 End First Quarter
- 17-20 K-12 Parent-Teacher Conferences
 - 17 - K-8 P-T Conferences, 4:00-7:00
 - 18 - K-4, 9-12 P-T Conferences, 4:00-7:00
 - 19 - 5-12 P-T Conferences, 4:00-7:00
 - 20 - K-12 Students - 11:30 a.m. dismissal (K-12 P-T Conferences, 1:00-4:00)
- 21 K-12 Students - No School (K-12 Teachers- Comp. Day- No Duty)
- 24 K-12 Staff - Prof. Development - No School for Students

November

- 23-25 Thanksgiving Break - No School

December

- 21 K-12 End Second Quarter/First Semester
- 22-31 Winter Break - No School

Quar.	K-4 Days	5-6 Days	7-8 Days	9-12 Days	Dates
1	44.0	44.0	44.0	44.0	August 12 - October 12
2	44.5	44.5	44.5	44.5	October 13 -December 21
3	44.5	44.5	44.5	44.5	January 5 - March 16
4	43.5	43.5	43.0	43.0	March 17 - May 23
	88.5	88.5	88.5	88.5	

- 176.5 Student Days, Grades K-4
- 176.5 Student Days, Grades 5-6
- 176.0 Student Days, Grades 7-8
- 176.0 Student Days, Grades 9-12

188/192 Veteran/New Teacher Contract Days

Updated: 2/15/2022

January

- 2-3 Winter Break - No School
- 4 K-12 Staff - Prof. Development - No School for Students
- 5 K-12 School Resumes
- 16 K-12 Staff - Prof. Development ESU Speaker- I No School I

February

- 13-16 K-12 Parent-Teacher Conferences
 - 13- K-8 P-T Conferences, 4:00-7:00
 - 14- K-4, 9-12 P-T Conferences, 4:00-7:00
 - 15 - 5-12 P-T Conferences, 4:00-7:00
 - 16 - K-12 Students - 11:30 a.m. dismissal (K-12 P-T Conferences, 1:00-4:00)
- 17 K-12 Students - No School (K-12 Teachers - Comp. Day - No Duty)
- 20 K-12 No School for Staff or Students

March

- 10 K-12 No school - Spring Break
- 13 Make - Up Snow Day (if needed due to 4 snow days)
- 14 Make - Up Snow Day (if needed due to 3 snow days)
- 15 K-12 School Resumes
- 16 K-12 End Third Quarter

April

- 6-10 No School - Spring Break
- 11 K-12 School Resumes
- 20 Grades 9-12 - 11:30 a.m. dismissal PM- SH Track Meet
- 21 No School - District Music/ JH Speech Staff Development Day

May

- 3 K-12 Students - 1:00 pm Dismissal K-12 Staff Appreciation Day
- 4 Grades 7-8- 11:30 dismissal PM JH Track Meet
- 21 Graduation
- 23 Students Last Day/End Fourth Quarter
- K-12 -11:30 a.m. dismissal (End of 4th Quarter)
- 24 Last Teacher Work Day

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