

Agenda

1. MEETING CALL TO ORDER

Speaker(s): Board President

1. Reading of Public Meeting Notice

Speaker(s): Board President

1. Open Meetings Act

Speaker(s): Board President

2. Roll Call

Speaker(s): President Richters

1. Action to Excuse Board Member(s) if Necessary

Speaker(s): President Richters

3. Pledge of Allegiance

Speaker(s): President Richters

4. Consent Agenda

Speaker(s): President Richters

1. Additions/Deletions and Agenda Approval

Speaker(s): President Richters

2. Consider Minutes of Previous Meeting and Their Approval

Speaker(s): Board President

3. Consider General Fund and Activity Fund Bills and Their Approval

Speaker(s): Board President

4. Consider Activity Accounts and Treasurer's Report

Speaker(s): Board President

5. Public Forum

Speaker(s): Board President

1. Public forum on agenda items: This is an opportunity for members of the public to speak to items on the agenda. If you are not part of the presentation of an agenda item, you need to speak now. Thank you for your participation.

Speaker(s): Board President

2. Public forum on any topic: This is an opportunity for members of the public to speak to any topic concerning the school district. Since it is not an agenda item, the board cannot discuss or take action at this time on the matter. Thank you for your participation.

Speaker(s): Board President

2. ACTION ITEMS

Speaker(s): Board President

1. Review and Consider policies 2005, 3003, 3003.1, 3004.1, 3042, 3043, 5063, 6036

Speaker(s): SUPT. FORD

2. Review and consider resolution on School District Standards for Acceptance or Rejection of Option Enrollment Applications

- Speaker(s):** SUPT. FORD
- 3. Consider Approval of Student Handbooks
 - Speaker(s):** SUPT. FORD
- 4. Consider Approval of Superintendent Evaluation Instrument
 - Speaker(s):** SUPT. FORD
- 5. Review and Consider Approval of Activities Budget
 - Speaker(s):** MRS. WAGNER
- 6. Consider Approval of Freezer Bid
 - Speaker(s):** MRS. WAGNER
- 3. DISCUSSION ITEMS
 - Speaker(s):** Board President
 - 1. ESSER III Update
 - Speaker(s):** SUPT. FORD
 - 2. Transportation Report
 - Speaker(s):** SUPT. FORD
 - 3. Foundation Update
 - Speaker(s):** SUPT. FORD
 - 4. Strategic Planning Update
 - Speaker(s):** SUPT. FORD
 - 5. Budget Update
 - Speaker(s):** SUPT. FORD
 - 6. 2021-2022 Extra Duty Assignments
 - Speaker(s):** MR. BARGEN & MRS. WAGNER
 - 7. Administrator Reports
 - Speaker(s):** ADMIN TEAM
 - 8. Return to School Plan Update
 - Speaker(s):** ADMIN TEAM
- 4. ADJOURN
 - Speaker(s):** Board President

CENTENNIAL PUBLIC SCHOOL

1301 Centennial Avenue
P.O. Box 187
Utica, NE 68456-0187
402-534-2321
FAX 402-534-2291

Superintendent's
Office
402-534-2291

Colin Bargaen
Secondary Principal

Jenny Wagner
Activities Director

Ken Booth
Elementary Principal

Bob Fish
Counselor

Cara Stoll
Special Services

CENTENNIAL BOARD OF EDUCATION REGULAR MEETING July 14, 2021

Notice of meeting was published in York News Times on July 8, 2021.

Meeting was called to order at 8:10 p.m. with all board members present. Administrator present was Mr. Ford. Guests were Jerry Garcia and Preston Stuhr.

Motion made by D. Cast, seconded by Borchers, to approve the consent agenda. Members polled: Avery, for; Borchers, for; D. Cast, for; J. Cast, for; Richters, for; Tonniges, for. Motion carried 6-0.

Motion made by Tonniges, seconded by J.Cast , to appoint KSB Law Firm as the Legal Counsel for Centennial Public School for the 2021-2022 school year. Members polled: Avery, for; Borchers, for; D. Cast, for; J. Cast, for; Richters, for; Tonniges, for. Motion carried 6-0.

Motion made by Richters, seconded by Avery, to approve the 2021-2022 teacher handbook. Members polled: Avery, for; Borchers, for; D. Cast, for; J. Cast, for; Richters, for; Tonniges, for. Motion carried 6-0.

Motion made by Richters, seconded by Avery, to accept the audit bid from AMGL for the periods ending 2021, 2022 and 2023. Avery, for; Borchers, for; D. Cast, for; J. Cast, for; Richters, for; Tonniges, for. Motion carried 6-0.

Motion made by Tonniges, seconded by Borchers, to approve the Return to School Plan for 2021-2022 school year. Members polled: Avery, for; Borchers, for; D. Cast, for; J. Cast, for; Richters, for; Tonniges, for. Motion carried 6-0.

Motion made by Avery, seconded by D. Cast, to reaffirm policies: 5001 Compulsory Attendance and Excessive Absenteeism, 5057 Parental Involvement in Title I Program, 5054 Student Bullying, 4031 Evaluation of Certificated Employees. Members polled: Avery, for; Borchers, for; D. Cast, for; J. Cast, for; Richters, for; Tonniges, for. Motion carried 6-0.

Motion made by D. Cast, seconded by J. Cast, to approve Policy 3001 Budget and Property Tax Request as presented. Member polled: Avery, for; Borchers, for; D. Cast, for; J. Cast, for; Richters, for; Tonniges, for. Motion carried 6-0.

Motion made by Richters, seconded by Borchers, to approve the milk bid from Hiland. Members polled: Avery, for; Borchers, for; D. Cast, for; J. Cast, for; Richters, for; Tonniges for. Motion carried 6-0.

Motion made by Tonniges, seconded by D. Cast, to approve the fuel bid from CVA as presented. Members polled: Avery, for; Borchers, for; D. Cast, for; J. Cast, for; Richters, for; Tonniges, for. Motion carried 6-0.

Motion made by J. Cast, seconded by D. Cast, to add Jenny Wagner and Seth Ford as signers on Southern Nebraska Conference account held at Cornerstone Bank. Members polled: Avery, for; Borchers, for; D. Cast, for; J. Cast, for; Richters for; Tonniges, for. Motion carried 6-0.

Heard Centennial Foundation update.

Heard Legislative update.

Heard Board Member reports

Heard Superintendent report

Heard Budget Review

Heard update on Student Handbook

Heard Bond Refinance update.

Meeting adjourned 10:18 p.m.

Jodi Cast, Secretary
Centennial Board of Education

JC:mr

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Bob Fish
Counselor

Cara Stoll
Special Services

CENTENNIAL BOARD OF EDUCATION
Special Hearing
Parent and Guardian Involvement in Education Practices Policy
July 14, 2021

Notice of special meeting was published in the York News Times on July 8, 2021.

Meeting was called to order at 8:00 p.m. with all board members present.
Administrator present was Mr. Ford. Guests were Jerry Garcia and Preston Stuhr.

Acknowledged the purpose of the meeting was to invite public comments and suggestions for improvements to the Parent and Guardian Involvement in Education Practices Policy.

Meeting adjourned at 8:04 p.m.

Jodi Cast, Secretary
Centennial Board of Education

JC:mr

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CENTENNIAL BOARD OF EDUCATION

Special Hearing Student Fees Policy

July 14, 2021

Notice of special meeting was published in the York News Times on July 8, 2021.

Meeting was called to order at 8:05 p.m. with all board members present.
Administrator present was Mr. Ford. Guests were Jerry Garcia and Preston Stuhr.

Acknowledged the purpose of the meeting was to invite public comments and suggestions for improvements to the Student Fees Policy.

Meeting adjourned at 8:09 p.m.

Jodi Cast, Secretary
Centennial Board of Education

JC:mr

AUGUST 2021

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
ACADEMIC THERAPY PUBLICATIONS	TEXTBOOKS	657.80
ADVANCED OFFICE AUTO	SUPPLIES/RISOGRAPH	141.66
ALICAP	INSURANCE	135,597.00
ALPHA REHABILITATION	THERAPY SERVICES	393.88
AMAZON CAPITAL SERVICES	SUPPLIES	1,724.03
AMPLIFIED IT	CLOUD SOFTWARE	500.00
ARNOLD MOTOR SUPPLY	AUTO PARTS	49.87
BEAVER HARDWARE	PARTS	1,059.66
BGNE, INC	AUTO PARTS/SUPPLIES	181.13
BLACK HILLS ENERGY	NATURAL GAS	269.03
BRONCO SPUR	SUPPLIES	65.00
CAPITAL ONE	SUPPLIES	154.22
CAPITOL ONE TRADE CENTER	SUPPLIES	177.37
CAROLINA BIOLOGICAL SUPPLY	SUPPLIES/TEXTBOOKS	280.46
CENTENNIAL ACTIVITY FUND	DISTRICT REIMBURSEMENT	22,679.21
CENTENNIAL PETTY CASH	POSTAGE MONEY	250.00
CENTRAL NEBRASKA REHABILITATION SERVICES	PHYSICAL THERAPY	729.98
CENTRAL VALLEY AG	FUEL	1,480.30
CHRISMAN, DANA	REIMBURSEMENT	72.19
CLASS INTERCOM	CLOUD SOFTWARE	975.00
CORNHUSKER CLEANING SYSTEMS, INC	TIRES/PARTS	136.61
CORNHUSKER INT. TRUCKS INC	EQUIP/MAIN	1,023.10
CULLIGAN OF CRETE	SUPPLIES	177.25
DICKEY, SUSAN	REIMBURSEMENT	50.23
EASY TIME CLOCK, INC	CLOUD SOFTWARE	38.00
EDCLUB, INC	LICENSE FEE	874.00
EDUCATIONAL SERVICE UNIT #10	WORKSHOP	742.83
EDUCATIONAL SERVICE UNIT #5	CONTRACTED SERVICES	2,628.66
EDUCATIONAL SERVICE UNIT #6	CONTRACTED SERVICES/SUPPLIES	5,681.89
EGAN SUPPLY CO	CUSTODIAL SUPPLIES	2,995.75
ELECTRICAL ENGINEERING & EQUIPMENT	SUPPLIES	544.06
ESU COORDINATING COUNCIL	FEES	351.00
FLINN SCIENTIFIC	SUPPLIES	1,482.82
FOLLETT SCHOOL SOLUTIONS, INC	CLOUD SOFTWARE	156.23
GRAINGER	FACILITY SUPPLIES	241.06
GUMDROP BOOKS	BOOKS	1,928.81
HIEBNER BODY SHOP	MOWER PARTS	142.84
HOLLAND HEALTHCARE INC		80.04
HOME DEPOT PRO, THE	FACILITY SUPPLIES	1,801.76
INC STORES, LLC	SUPPLIES	4,621.28
INLAND TRUCK PARTS CO	AUTO REPAIR	6,492.11
INNOVATIVE OFFICE SOLUTIONS, LLC	COMPUTER HARDWARE	5,507.76
INSIGHT PUBLIC SECTOR, INC	TECHNOLOGY	523.72
IXL LEARNING	CLOUD SOFTWARE	5,051.00
JOURNEY EDUCATION	SOFTWARE	3,890.75

AUGUST 2021

User ID: MAR

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
JR'S BOBCAT SERVICE & TRENCHING, LLC	REPAIR SERVICE	2,034.40
KING'S GLASS	WINDOW/DOOR REPAIR	137.38
KONICA MINOLTA PREMIER FINANCE	COPIER LEASE	468.43
KOPCHOS SANITATION, INC	SERVICES	476.25
KSB SCHOOL LAW	LEGAL SERVICE	504.00
LAKESHORE	SUPPLIES/TEXTBOOKS	1,563.55
LEVEL DATA	SOFTWARE	1,300.00
LIEDTKE, BONITA	REIMBURSEMENT	570.00
MACKIN EDUCATIONAL RESOURCES	SUPPLIES	451.38
MASTER TEACHER, THE	SUBSCRIPTION	1,121.00
MCGRAW-HILL SCHOOL EDUCATION	TEXTBOOKS	722.75
MITYLITE INC	SUPPLIES	530.25
MOSAIC AT AXTELL	TUITION	3,355.80
MOTIVATING SYSTEMS	FEES	1,727.50
NANTKES, JENNIFER	CONTRACTED SERVICES	304.84
NATIONAL BUSINESS FURNITURE, LLC	FURNITURE	1,337.90
NATIONAL INVENTORS HALL OF FAME	FEES	1,800.00
NE COUNCIL OF SCHOOL ADMIN	FEES	1,115.00
NEBRASKA CENTRAL EQUIPMENT, INC	BUS PARTS/SUPPLIES	766.67
NORRIS PUBLIC POWER DISTRICT	ELECTRICTY	11,719.00
NOVEL IDEAS, INC	TEXTBOOKS	1,530.10
NUMOTION		2,429.15
ONE SOURCE BACKGROUND COMPANY	SERVICES	19.00
ORIENTAL TRADING COMPANY	SUPPLIES	53.13
PANKOKE, PEGGY	CENSUS	570.00
PAPER TIGER SHREDDING	SERVICES	85.35
PLAY WITH A PURPOSE		98.16
POSTMASTER	STAMPS	795.00
PRESTO-X CO	PEST CONTROL	124.00
PRO-ED	SUPPLIES	433.40
REALLY GOOD STUFF	SUPPLIES	426.37
RECYCLING ENTERPRISES OF NE, INC	RECYCLING	55.00
SCENARIO LEARNING LLC	WEB APP	532.50
SCHOOL HEALTH CORPORATION	MEDICAL	17.00
SCHOOL SPECIALTY, LLC	SUPPLIES	212.38
SEWARD COUNTY INDEPENDENT	PERIODICALS/ADV/PRINTING	192.00
SHERWIN WILLIAMS CO, THE	SUPPLIES	91.02
STRIV, INC	STREAMING SERVICE	2,250.00
TEACHER DIRECT	SUPPLIES	623.98
TRAFERA, LLC	SOFTWARE LICENSE	48,100.00
TROX	AV EQUIPMENT	23.68
UTICA PARTS & SERVICE	AUTO REPAIRS/PARTS	100.00
VERIZON CONNECT FLEET	COMMUNICATION	265.30
VERIZON WIRELESS	CELL PHONES	180.75
VILLAGE OF UTICA	WATER/SEWER	1,664.86
WASTE CONNECTIONS OF NE	TRASH REMOVAL	536.36
WIEMER, JODY	REIMBURSEMENT	570.00

Board Report for Newspaper
AUGUST 2021

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>	
WINDSTREAM	TELEPHONE/INTERNET	624.42	
YAMBER, DANA	REIMBURSEMENT	255.00	
YORK NEWS TIMES	ADV/PRINTING	665.81	
ZITO BUSINESS	INTERNET SERVICE	41.70	
ZYSSET, JARED	REIMBURSEMENT	59.88	
	Fund Total:		310,232.75
	Checking Account Total:		310,232.75

Board Report for Newspaper
AUGUST 2021

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>	
	SPECIAL BUILDING FUND		
BOONE BROTHERS ROOFING	MAINTENANCE/REPAIRS	151,800.00	
DAWSON ELECTRIC INC	ELECTRICIAN	33,617.00	
ELECTRICAL ENGINEERING & EQUIPMENT	SUPPLIES	22,127.92	
FLOORS, INC	FLOORING	59,092.32	
H & S PLUMBING AND HEATING	PLUMBING	2,437.27	
	Fund Total:		269,074.51
	Checking Account Total:		269,074.51

Register Report - Last month
7/1/2021 through 7/31/2021

Date	Account	Num	Description	Memo	Category	Tag	Amount
7/1/2021	Checking	42873	Cash-Wa Distributing	Concession supplies	[Concessions]		-288.19
7/1/2021	Checking	AUTO	American Volleyball	2021 Coach of the Year virtual super Clinic Registration Anstine	[Athletics]		-85.00
7/2/2021	Checking	AUTO	Hunters Restaurant Lounge		[General]	DR	-101.18
7/5/2021	Checking	42874	Sam's Club	Acct #6046002039311831	[Concessions]		-251.46
7/5/2021	Checking	42875	AssetGenie, Inc.	Inv 1569342/1569045 - CB Repairs	[CB Assurance]		-367.00
7/5/2021	Checking	42876	CDI Dallas LLC	Inv 294990 - Flash drives FB/BBB	[Athletics]		-25.50
7/5/2021	Checking	42877	Aluminum Athl Equipment Co.	Inv-108170 -- BBB Stopwatches	[Athletics]		-15.00
7/6/2021	Checking	AUTO	Blinds.com		[General]	DR	-159.79
7/6/2021	Checking	42878	Jeremy Gumaer		[Football]		-81.20
7/6/2021	Checking	42879	Central Valley Ag		[Girls Basketball]		-131.76
					[Boys Basketball]		-82.94
					[Football]		-148.74
					[Wrestling]		-47.16
					[Dance-Cheer]		-34.06
					[FFA]		-99.56
7/8/2021	Checking	AUTO	Teacherspayteachers.com		[General]	DR	-279.93
7/8/2021	Checking	42882	Heath Sports & Tees	camp t-shirts Inv #S21147	[Boys Basketball]		-546.98
7/8/2021	Checking	42883	Centennial Luch Fund	GBB camp	[Girls Basketball]		-530.70
7/12/2021	Checking	AUTO	FinalForms Stripe, Transfer	CB Assurance paid by CC on FinalForms	[CB Assurance]		40.00
7/12/2021	Checking	42880	**VOID**Jan Buss	MARGE WROTE CK BUT CK WAS ALREADY SNT IN MAY - Track Help	[Athletics]		0.00
7/12/2021	Checking	42881	Stan Erks	Track Help	[Athletics]		-80.00
7/14/2021	Checking	AUTO	Local Event Registration		[General]	DR	-79.00
7/15/2021	Checking	16585	Alex Anstine	deposit by Susan	[Volleyball]		2,950.00
7/19/2021	Checking	42884	Gales Welding, Inc.	welding supplies	[FFA]		-605.20
7/20/2021	Checking	16584	Cam Scholl	deposit by Susan	[Boys Basketball]		1,666.00
7/21/2021	Checking	AUTO	Easy Time Clock Inc.		[General]	DR	-38.00
7/21/2021	Checking	AUTO	Filingsuppliescom Inc		[General]	DR	-103.18
7/21/2021	Checking	AUTO	Teacherspayteachers.com		[General]	DR	-9.80
7/21/2021	Checking	16586	Marge Rhodes		[General]		63,370.65
					[General]		1,279.34
7/21/2021	Checking	16587	Alex Anstine	deposit by Susan - VB league	[Volleyball]		400.00
7/26/2021	Checking	42885	Brenda Gierhan	summer officiating	[Volleyball]		-100.00
7/26/2021	Checking	42886	Brooklyn Gierhan	summer officiating	[Volleyball]		-150.00
7/26/2021	Checking	42887	Jenny Wagner	summer officiating	[Volleyball]		-150.00

7/26/2021	Checking	42888	Keshia Ford	summer officiating	[Volleyball]		-100.00
7/26/2021	Checking	42889	Carol Erks	summer officiating	[Volleyball]		-100.00
7/26/2021	Checking	42890	Jaycee Stuhr	summer officiating	[Volleyball]		-50.00
7/26/2021	Checking	42891	Michaela Stuhr	summer officiating	[Volleyball]		-150.00
7/28/2021	Checking	AUTO	FinalForms Stripe, Transfer	CB Assurance paid by CC on FinalForms	[CB Assurance]		380.00
7/28/2021	Checking	AUTO	WHISKEY CREEK		[General]	DR	-43.82
7/29/2021	Checking	AUTO	FinalForms Stripe, Transfer	CB Assurance paid by CC on FinalForms	[CB Assurance]		60.00
7/29/2021	Checking	AUTO	Alley Rose - Kearney		[General]	DR	-159.72
7/29/2021	Checking	AUTO	Nebrask Retirement Systems	retirement	[General]		-63,370.65
7/30/2021	Checking	AUTO	FinalForms Stripe, Transfer	CB Assurance paid by CC on FinalForms	[CB Assurance]		100.00
7/30/2021	Checking	AUTO	Old Chicago		[General]	DR	-34.06
7/30/2021	Checking	AUTO	Buffalo Wild Wings		[General]	DR	-70.71
7/30/2021	Checking	AUTO	Cunningham's Journal		[General]	DR	-113.02
7/1/2021 - 7/31/2021							1,462.68
BALANCE 7/31/2021							140,141.02
TOTAL INFLOWS							70,245.99
TOTAL OUTFLOWS							-68,783.31
NET TOTAL							1,462.68

July 31, 2021

	July 1 Balance	Received	Expenditures	Aug. 1 Balance
ART	\$4.09			\$4.09
ATHLETICS	-\$11,657.43		\$205.50	-\$11,862.93
BAND TRIP	\$11,333.72			\$11,333.72
BOOSTER CLUB	\$0.18			\$0.18
BOYS BASKETBALL	-\$317.01	\$1,666.00	\$629.92	\$719.07
BRONCO STORE	\$2,689.77			\$2,689.77
C CLUB	\$419.02			\$419.02
CENTENNIAL CHOICE	\$1,621.46			\$1,621.46
CHROMEBOOK ASSURANCE	\$3,918.59	\$580.00	\$367.00	\$4,131.59
CLASS '20	\$1,154.62			\$1,154.62
CLASS '21	\$342.98			\$342.98
CLASS '22	\$2,384.22			\$2,384.22
CLASS '23	\$3,700.55			\$3,700.55
CONC. MAN.	\$0.00			\$0.00
CONCESSIONS	\$34,833.74		\$539.65	\$34,294.09
CROSS COUNTRY	\$222.03			\$222.03
DANCE-CHEER	\$2,410.37		\$34.06	\$2,376.31
DIST. EVENTS	\$16,311.51			\$16,311.51
MUSICAL	\$8,850.99			\$8,850.99
DU VARSITY	\$0.00			\$0.00
FBLA	\$4,983.67			\$4,983.67
FCA	-\$39.95			-\$39.95
FCCLA	\$1,476.41			\$1,476.41
FFA	\$28,819.02		\$704.76	\$28,114.26
FOOTBALL	\$1,122.27		\$229.94	\$892.33
GENERAL	\$10,515.97	\$64,649.99	\$64,562.86	\$10,603.10
GIRLS BASKETBALL	\$2,185.29		\$662.46	\$1,522.83
GOLF	\$51.76			\$51.76
GREENHOUSE BUSINESS	\$400.00			\$400.00
INSTR.	-\$3,909.30			-\$3,909.30
JH BOYS BASKETBALL	\$0.00			\$0.00
JH GIRLS BASKETBALL	\$1,588.82			\$1,588.82
JH TRACK	\$0.00			\$0.00
JH YEARBOOK	\$0.00			\$0.00
LIBRARY	\$757.34			\$757.34
MAT GIRL	\$0.00			\$0.00
NHS	\$40.10			\$40.10
ONE ACT	\$518.23			\$518.23
QUIZ BOWL	\$829.77			\$829.77
SCIENCE	\$890.81			\$890.81
SHOP/TECH	\$2,025.68			\$2,025.68
SHOW CHOIR	-\$1,554.44			-\$1,554.44
SOFTBALL	\$282.30			\$282.30
SPANISH CLUB	\$0.00			\$0.00
SPEECH	\$488.65			\$488.65
ST. COUN.	\$1,855.10			\$1,855.10
STUDENT FEES	\$0.00			\$0.00
TRACK	\$334.31			\$334.31
UNIFIED	\$155.90			\$155.90
VOCAL	-\$2,519.94			-\$2,519.94
VOLLEYBALL	\$3,898.74	\$3,350.00	\$800.00	\$6,448.74
WRESTLING	\$2,345.57		\$47.16	\$2,298.41
WT. ROOM	\$9,138.56			\$9,138.56
YEARBOOK	-\$6,225.70			-\$6,225.70
	\$138,678.34	\$70,245.99	\$68,783.31	\$140,141.02
CENTENNIAL BANK BALANCE				\$146,434.84
OUTSTANDING CHECKS				\$6,293.82

Total

\$140,141.02

Year To Date

	Sept. 1, 2020 Balance	Received	Expenditures	YTD Balance
ART	\$4.09	\$0.00	\$0.00	\$4.09
ATHLETICS	-\$6,521.48	\$63,046.03	\$68,387.48	-\$11,862.93
BAND TRIP	\$9,765.60	\$1,568.12	\$0.00	\$11,333.72
BOOSTER CLUB	\$0.00	\$381.18	\$381.00	\$0.18
BOYS BASKETBALL	\$144.71	\$9,236.18	\$8,661.82	\$719.07
BRONCO STORE	\$1,904.61	\$3,858.00	\$3,072.84	\$2,689.77
C CLUB	\$419.02	\$0.00	\$0.00	\$419.02
CENTENNIAL CHOICE	\$0.00	\$1,621.46	\$0.00	\$1,621.46
CHROMEBOOK ASSURANCE	\$5,600.59	\$1,255.00	\$2,724.00	\$4,131.59
CLASS '20	\$1,194.62	\$0.00	\$40.00	\$1,154.62
CLASS '21	\$4,080.13	\$0.00	\$3,737.15	\$342.98
CLASS '22	\$1,135.93	\$7,772.57	\$6,524.28	\$2,384.22
CLASS '23	\$458.25	\$8,267.95	\$5,025.65	\$3,700.55
CONC. MAN,	\$0.00	\$5,372.81	\$5,372.81	\$0.00
CONCESSIONS	\$35,495.85	\$50,500.26	\$51,702.02	\$34,294.09
CROSS COUNTRY	-\$138.97	\$621.00	\$260.00	\$222.03
DANCE-CHEER	\$2,042.66	\$11,093.56	\$10,759.91	\$2,376.31
DIST. EVENTS	\$14,798.90	\$28,907.85	\$27,395.24	\$16,311.51
MUSICAL	\$8,348.30	\$4,901.64	\$4,398.95	\$8,850.99
DU VARSITY	\$0.00	\$0.00	\$0.00	\$0.00
FBLA	\$5,233.67	\$50.00	\$300.00	\$4,983.67
FCA	-\$39.95	\$0.00	\$0.00	-\$39.95
FCCLA	\$1,302.41	\$523.00	\$349.00	\$1,476.41
FFA	\$14,925.29	\$36,231.47	\$23,042.50	\$28,114.26
FOOTBALL	\$7,468.97	\$20.00	\$6,596.64	\$892.33
GENERAL	\$7,923.05	\$820,529.51	\$817,849.46	\$10,603.10
GIRLS BASKETBALL	\$342.54	\$9,057.22	\$7,876.93	\$1,522.83
GOLF	\$51.76	\$0.00	\$0.00	\$51.76
GREENHOUSE BUSINESS	\$0.00	\$400.00	\$0.00	\$400.00
INSTR.	-\$3,343.50	\$659.50	\$1,225.30	-\$3,909.30
JH BOYS BASKETBALL	\$0.00	\$154.00	\$154.00	\$0.00
JH GIRLS BASKETBALL	\$1,906.82	\$60.00	\$378.00	\$1,588.82
JH TRACK	-\$31.60	\$797.50	\$765.90	\$0.00
JH YEARBOOK	-\$252.70	\$1,251.81	\$999.11	\$0.00
LIBRARY	\$734.70	\$143.90	\$121.26	\$757.34
MAT GIRL	\$366.81	\$0.00	\$366.81	\$0.00
NHS	\$40.10	\$0.00	\$0.00	\$40.10
ONE ACT	-\$13.54	\$681.77	\$150.00	\$518.23
QUIZ BOWL	\$798.17	\$817.00	\$785.40	\$829.77
SCIENCE	\$890.81	\$0.00	\$0.00	\$890.81
SHOP/TECH	\$2,025.68	\$0.00	\$0.00	\$2,025.68
SHOW CHOIR	-\$4,052.26	\$3,734.89	\$1,237.07	-\$1,554.44
SOFTBALL	\$20.30	\$262.00	\$0.00	\$282.30
SPANISH CLUB	\$0.00	\$0.00	\$0.00	\$0.00
SPEECH	\$488.65	\$70.00	\$70.00	\$488.65
ST. COUN.	\$1,354.29	\$1,042.81	\$542.00	\$1,855.10
STUDENT FEES	\$0.00	\$0.00	\$0.00	\$0.00
TRACK	\$317.54	\$2,182.99	\$2,166.22	\$334.31
UNIFIED	\$0.00	\$277.90	\$122.00	\$155.90
VOCAL	-\$2,585.84	\$166.00	\$100.10	-\$2,519.94
VOLLEYBALL	\$2,875.43	\$9,516.64	\$5,943.33	\$6,448.74
WRESTLING	\$2,417.50	\$492.51	\$611.60	\$2,298.41
WT. ROOM	\$8,538.56	\$600.00	\$0.00	\$9,138.56
YEARBOOK	-\$8,834.62	\$3,115.00	\$506.08	-\$6,225.70
	\$119,601.85	\$1,091,241.03	\$1,070,701.86	\$140,141.02
			Total	\$140,141.02

August 2021
 July 2021 Bank Statement

CENTENNIAL PUBLIC SCHOOL INVESTMENTS

FUND	BANK	TYPE OF INVESTMENT	INT. RATE	AMOUNT	INT.REC
Lunch Fund	First Bank of Utica	Checking 180000		<u>\$13,229.94</u>	
			Total	\$13,229.94	
Depreciation Fund	Farmers & Merchants	MMA 436 949		<u>\$21,694.24</u>	\$0.00
			Total	\$21,694.24	
Unemployment Ins.	Cornerstone Bank	CD# 90917		\$58,365.88	\$0.00
	Cornerstone Bank	MMA 81190		<u>\$10,006.21</u>	\$0.38
			Total	\$68,372.09	\$0.00
Building Fund	First Bank of Utica	Checking 18 064 6		\$564,963.05	\$23.96
		Qualified Cap Bond 180554		\$174.05	\$0.00
		Bond Fund 180034		<u>\$719,386.83</u>	\$30.50
			Total	\$1,284,523.93	\$0.00
General Account	York State, Gresham	CD 5204		\$179,302.27	\$0.00
	First Bank of Utica	PayFlex Acct		<u>\$21,984.52</u>	
			Total	\$201,286.79	\$0.00
	First Bank of Utica	Checking 180505		<u>\$1,701,934.40</u>	\$86.60
		Total Invested All Accounts Combined		<u>\$3,291,041.39</u>	

Total amount invested at Farmers & Merchants	\$21,694.24
Total amount invested at First Bank of Utica	\$3,021,672.79
Total amount invested at Cornerstone Bank, Waco	\$68,372.09
Total amount invested at York State, Gresham	<u>\$179,302.27</u>
Total Invested	<u>\$3,291,041.39</u>

3003

Bidding for Construction, Remodeling, Repair, or Site Improvement

I. Applicability of this policy.

Construction and contracts undertaken with federal funds, whether those funds are derived directly from the federal government (e.g. award of a federal grant) or are derived by pass-through awards from the Nebraska Department of Education (e.g. special education funds, school lunch funds, Title I funds) are subject to the policy on Construction with Federal Funds, which is found elsewhere in this section.

This policy applies to all other purchases and contracts made by the school district for construction, remodeling, repair and other site improvements.

II. Projects with an Estimated Cost of Less than \$109,000

- A. The school district will solicit quotes and/or estimates for all projects with an estimated cost of less than \$109,000.
- B. Prior to solicitation of the quotes and/or estimates, the superintendent will determine whether the district will accept oral submissions.
- C. Quotes and/or estimates may be solicited by the superintendent or his/her designee without board action.
- D. The terms of any construction project undertaken pursuant to this policy will be memorialized in a written contract which has been reviewed by the district's legal counsel and approved by the board.
- E. The district may use a Nebraska state-wide cooperative purchasing program in lieu of obtaining quotes or bids under this policy to the extent such a bid or quote is not otherwise independently required by law.
- F. Nothing in this subsection prohibits or requires the use of the formal bidding procedures. If the district is going to solicit formal bids for projects of less than \$109,000 they must follow the formal procedures outlined in this policy.

III. Formal Bidding for Major Purchases and Construction

- A. Pursuant to section 73-106 of the Nebraska statutes, the board will advertise for bids when the contemplated expenditure of the project

exceeds \$109,000 for the construction, remodeling or repair of a school-owned building or for site improvement.

- B. In projects that involve professional engineering or architecture, the board will have a registered professional engineer or architect prepare the plans, specifications, and estimates when the anticipated cost of the project exceeds \$118,000.

C. Advertising for Bids

1. The superintendent or designee will arrange to advertise for bids under this section by publishing notice in any newspaper of general circulation within the school district at least 7 calendar days prior to the date on which bids are due.
2. Nothing in this policy shall prevent the superintendent or designee from advertising in additional media outlets or for a longer period of time.

D. Bid Documents

1. The bid documents shall identify the day upon which the bids shall be returned, received or opened and shall identify the hour at which the bids will close or be received or opened.
2. The invitation for bids will be sufficiently certain and specific, will include any specifications and pertinent attachments, and will define the items or services in order to allow the bidder to properly respond.
3. The bid documents shall also provide that such bids shall be opened simultaneously in the presence of the bidders or their representatives.
4. Bids received after the date and time specified in the bid documents shall be returned to the bidder unopened.
5. If bids are being opened on more than one contract, the board, in its discretion, may award each contract as the bids are opened.
6. Sealed bids will be opened in a place and at the specific time

stated in the bid form. Bidders shall be notified of the opening and invited to be present.

7. The board shall have discretion in determining which bidders are responsible and responsive and shall award the contract to the lowest, responsible, and responsive bidder whose bid meets the bid specifications.

E. Any or all bids may be rejected if there is a sound documented reason

F. The terms of any construction project undertaken pursuant to this policy will be memorialized in a written contract which has been reviewed by the district's legal counsel and approved by the board.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3004.1

Fiscal Management for Purchasing and Procurement Using Federal Funds

I. Applicability of Policy

This policy applies only to non-construction related purchases undertaken with federal funds which are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department and General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy conflicts or is otherwise inconsistent with mandatory provisions of the UGG, EDGAR or other applicable federal law, the mandatory provisions of the laws shall control.

All other non-construction purchases will be governed by the Board's general purchasing policy, which can be found earlier in this subsection. In the event of a conflict between state and federal law, the more stringent requirement shall apply.

This procurement policy shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. The district's goal is to fully implement all required procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the Nebraska Department of Education.

II. Procurement System

The District maintains the following purchasing procedures.

A. Responsibility for Purchasing

The authority to make purchases shall be governed by the District's purchasing policy, which can be found elsewhere in this section. Except as otherwise provided in the District's purchasing policy, the acquisition of services, equipment, and supplies shall be centralized in the administration office under the supervision of the superintendent of schools, who shall be responsible for developing and administering the purchasing program of the school district. Purchases or commitments of district funds that are not authorized by this policy will be the responsibility of the person making the commitment.

B. Methods of Purchasing

The type of purchase procedures required depends on the cost of the item(s) being purchased.

1. Purchases up to \$10,000 (Micro-Purchases)

Micro-purchase means a purchase of supplies or services using simplified acquisition procedures, the annual aggregate amount of which does not exceed \$10,000. Micro-purchases may be made or awarded without soliciting competitive quotations, to the extent district staff determine that the cost of the purchase is reasonable. For purposes of this policy "reasonable" means the purchase is comparable to market prices for the geographic area.

To the extent practicable, the District distributes micro-purchases equitably among qualified suppliers. The District will follow its standard policy on purchasing, which can be found earlier in this subsection.

2. Purchases between \$10,000 and \$250,000 (Small Purchase Procedures)

Small purchases are purchases that, in the aggregate amount, is more than \$10,000 and less than \$250,000 annually. For small purchases, price or rate quotes shall be obtained in advance from a reasonable number of qualified sources as detailed in the district's standard policies on purchasing and on bid letting and contracts, which can be found earlier in this subsection.

3. Purchases Over \$250,000

a) Sealed Bids (Formal Advertising)

For purchases over \$250,000, the district will generally follow the bidding process outlined in the board's policy on Bidding for Construction, Remodeling, Repair or Site Improvement.

b) Contract/Price Analysis

The District performs a cost or price analysis in connection with every procurement action in excess of \$250,000, including contract modifications. The district will make an independent estimate of costs prior to receiving bids or proposals.

4. Noncompetitive Proposals (Sole Sourcing)

a) Procurement by noncompetitive proposals is procurement through solicitation of a proposal from

only one source and may be used only when one or more of the following circumstances apply:

- 1) The item is available only from a single source;
 - 2) The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
 - 3) The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District; or
 - 4) After solicitation of a number of sources, competition is determined inadequate.
- b) Noncompetitive proposals may only be solicited with the approval of the superintendent or the board. Sufficient and appropriate documentation that justifies the sole sourcing decision must be maintained by the superintendent or designee.
- c) A cost or price analysis will be performed for noncompetitive proposals when the price exceeds \$250,000.

C. Use of Purchase (Debit & Credit) Cards

District use of purchase cards is subject to the policy on purchase cards which can be found elsewhere in this subsection.

D. Federal Procurement System Standards

The district's procurement transactions will be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319.

The District will maintain and follow general procurement standards consistent with 2 C.F.R. §200.318.

E. Debarment and Suspension

The District awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed

procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

The District may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000 the District verifies that the vendor with whom the District intends to do business with is not excluded or disqualified. 2 C.F.R. Part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300.

The District will verify debarment or suspension by revising the excluded parties list on SAM.gov, collecting a certification through the bidding process, and/or by including a debarment and suspension provision in the bid and contract documents. The Superintendent or his/her designee shall be responsible for such verification.

F. Settlements of Issues Arising Out of Procurements

The District alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the District of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

III. Conflict of Interest and Code of Conduct

A. Board and staff member conflicts of interest are governed by the district's conflict of interest policies.

B. Purchases covered by this policy are subject to the following additional provisions.

- 1.** Employees, officers, and agents engaged in the selection, award, and/or administration of district contracts which are prohibited from engaging in such actions if a real or apparent conflict of interest is present.
- 2.** Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or

other interest in or a tangible personal benefit from a firm considered for a contract.

3. The board may determine at its discretion that a financial interest is not substantial enough to give rise to a conflict of interest.

C. Favors and Gifts

The officers, employees, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, except that this provision does not prohibit the receipt of unsolicited items of nominal value. For purposes of this policy, "nominal value" means a fair market value of \$25 or less.

D. Enforcement

Disciplinary Actions including, but not limited to, counseling, oral reprimand, written reprimand, suspensions without pay, or termination of employment, will be applied for violations of such standards by officers, employees, or agents of the District.

IV. Property Management Systems

A. Property Classifications

1. Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes, or \$5,000.
2. Supplies means all tangible personal property other than those described in §200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the District for financial statement purposes or \$5,000, regardless of the length of its useful life. 2 C.F.R. §200.94.
3. Computing Devices means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or "peripherals") for printing, transmitting and receiving, or storing electronic information. 2 C.F.R. §200.20.

4. Capital Assets means tangible or intangible assets used in operations having a useful life of more than one year which are capitalized in accordance with GAAP. Capital assets include:
 - a) Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases; and
 - b) Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance). 2 C.F.R. §200.12.

B. Inventory Procedure

Newly purchased property shall be received and inspected by the staff member who ordered it to ensure that that it matches the purchase order, invoice, or contract and that it is in acceptable condition.

Equipment, Computing Devices, and Capital Assets must be tagged with an identification number, manufacturer, model, name of individual who tagged the item, and date tagged).

C. Inventory Records

For equipment, computing devices, and capital assets purchased with federal funds, the following information is maintained in the property management system:

1. Serial number;
2. District identification number;
3. Manufacturer;
4. Model;
5. Date tagged and individual who tagged it;
6. Source of funding for the property;
7. Who holds title;
8. Acquisition date and cost of the property;
9. Percentage of federal participation in the project costs for the federal award under which the property was acquired;
10. Location, use and condition of the property; and
11. Any ultimate disposition data including the date of disposal and sale price of the property.

The inventory list shall be adjusted by the superintendent of schools or his/her designee for property that is sold, lost, stolen, cannot be repaired, or that cannot be located.

D. Physical Inventory

- 1.** A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
- 2.** The Superintendent or his/her designee will ensure that the physical inventory is performed. The physical inventory will generally occur during the months of June or July, but may be conducted during other time periods with the approval of the superintendent.

E. Maintenance

In accordance with 2 C.F.R. 313(d)(4), the District maintains adequate maintenance procedures to ensure that property is kept in good condition.

F. Lost or Stolen Items

The District maintains a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of the property.

G. Use of Equipment

Equipment must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the federal award, and the District will not encumber the property for any non-federal program use without prior approval of the federal awarding agency and the pass-through entity.

H. Disposal of Equipment

When it is determined that original or replacement equipment acquired under a federal award is no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency, the Superintendent or his/her designee will contact the awarding agency (or pass-through for a state-administered grant) for disposition instructions.

If the item has a current FMV of \$5,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to the federal awarding agency.

V. Financial Management

A. Identification.

The District will identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and award identification include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and, if applicable, name of the pass-through entity.

B. Financial Reporting

The District will make an accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the financial reporting requirements set forth in the Education Department General Administrative Regulations (EDGAR).

C. Accounting Records

The District maintains records which adequately identify the source and application of funds provided for federally-assisted activities. These records must contain information pertaining to grant or subgrant awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation.

D. Internal Controls

The Superintendent or his/her designee must maintain effective control and accountability for all funds, real and personal property, and other assets through board review and approval of claims, an annual audit of the district's finances pursuant to the applicable Nebraska Department of Education and federal rules and regulations, and comparison of expenditures and outlays to budgeted amounts. The District adequately safeguards all such property and assures that it is used solely for authorized purposes.

E. Budget Control

Actual expenditures or outlays will be compared with budgeted amounts for each federal award at least annually and more often as required by law or deemed prudent by the board or administrative staff.

F. Payment Methods

The District will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the District, in accordance with the Cash Management Improvement Act at 31 CFR Part 205. Generally, the District receives payment from the Nebraska Department of Education on a reimbursement basis. 2 CFR § 200.305. However, if the District receives an advance in federal grant funds, the District will remit interest earned on the advanced payment quarterly to the federal agency. The District may retain interest amounts up to \$500 per year for administrative expenses. 2 CFR § 200.305(b)(9).

Consistent with state and federal requirements, the District will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for the Nebraska Department of Education to review upon request.

G. Allowability of Costs

Expenditures must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval.

When determining how the District will spend its grant funds, the Superintendent or his/her designee will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474 and 2 CFR Part. The Superintendent or his/her designee must consider these factors when making an allowability determination.

The Superintendent or his/her designee will consider Part 200's cost guidelines when federal grant funds are expended. The Superintendent or his/her designee will also consider whether all state - and District-level requirements and policies regarding expenditures have been followed.

VI. Other Contract Matters.

A. Required Terms

The non-Federal entity's contracts must contain the applicable provisions required by section 200.326 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

B. Contracting with Certain Vendors

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible consistent with state law.

To the maximum extent practicable, the school food program shall purchase domestic commodities or products produced in US or processed in US substantially using agricultural commodities produced in US.

C. Record Keeping

1. Record Retention

- a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.
- b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records

regarding federal awards for a minimum of six (6) years. Consequently, the District shall retain records for a minimum of six (6) years from the date on which the final Financial Status Report is submitted, unless otherwise notified in writing to extend the retention period by the awarding agency, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.

- c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.

2. Maintenance of Procurement Records

- a) The District must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.
- b) Retention of procurement records shall be in accordance with applicable law and Board policy.

D. Privacy

The District has protections in place to ensure that the personal information of both students and employees is protected. These include the use of passwords that are changed on a regular basis; staff training on the requirements of the Family Educational Rights and Privacy Act (FERPA) and State confidentiality requirements; and training on identifying whether an individual requesting access to records has the right to the documentation.

Adopted on: _____
Revised on: _____
Reviewed on: _____

3042
Construction Management at Risk Contracts

This policy is adopted pursuant to the Political Subdivisions Construction Alternatives Act (NEB. REV. STAT. § 13-2901 through § 13-2914).

The board shall adopt a resolution by a two-thirds affirmative vote selecting the construction management at risk contract delivery system prior to proceeding with any of the steps involved with solicitation or execution of any construction contract. For a project authorized under subsection (3) of section 13-2914, the resolution shall include a statement that the political subdivision has made a determination that the construction management at risk contract delivery system is in the public interest based, at a minimum, on one of the following criteria: (a) Savings in cost or time or (b) requirement of specialized or complex construction methods suitable for the construction management at risk contract delivery system.

Definitions. For purposes of this policy:

1. Construction management at risk contract means a contract by which a construction manager (a) assumes the legal responsibility to deliver a construction project within a contracted price to the school district, (b) acts as a construction consultant to the school district during the design development phase of the project when the school district's architect or engineer designs the project, and (c) is the builder during the construction phase of the project;
2. Construction manager means the legal entity which proposes to enter into a construction management at risk contract pursuant to the Act;
3. Proposal means an offer in response to a request for proposals by a construction manager to enter into a construction management at risk contract for a project pursuant to the act;
4. Request for proposals means the documentation by which a school district solicits proposals; and
5. School district means _____ Public Schools.

Procedures.

1. Procedures for the preparation and content of requests for proposals shall include the following:

- A. At least thirty days prior to the deadline for receiving and opening proposals, notice of the request for proposals shall be published in a newspaper of general circulation within the school district and filed with the State Department of Education. The request for proposals shall contain, at a minimum, the following elements:
 1. The identity of the school district for which the project will be built and the school district that will execute the contract;
 2. Policies adopted by the school district pursuant to the Act;
 3. The proposed terms and conditions of the contract, including any terms and conditions which are subject to further negotiation. The proposed general terms and conditions shall be consistent with nationally recognized model general terms and conditions which are standard in the design and construction industry in Nebraska. The proposed terms and conditions may set forth an initial determination of the manner by which the construction manager selects any subcontractor and may require that any work subcontracted be awarded by competitive bidding;
 4. Any bonds and insurance required by law or as may be additionally required by the school district;
 5. General information about the project which will assist the school district in its selection of the construction manager, including a project statement which contains information about the scope and nature of the project, the project site, the schedule, and the estimated budget;
 6. The criteria for evaluation of proposals and the relative weight of each criterion; and
 7. A description of any other information which the school district chooses to require.
2. Procedures for the preparation and submission of proposals by the

construction manager shall be determined on a project-by-project basis and included within the requests for proposals.

3. Procedures for evaluating requests for proposals submitted to the school district by a construction manager shall include the following:
 - A. The school district shall refer the proposals for recommendation to a selection committee. The selection committee shall be a group of at least five persons designated by the school district. Members of the selection committee shall include (1) members of the school board, (2) members of the school administration or staff, (3) the school's architect or engineer (4) any person having special expertise relevant to selection of a construction manager under the Act, and (5) a resident of the school district other than an individual included in subdivisions (1) through (4) of this subsection. A member of the selection committee designated under subdivision (4) or (5) of this subsection shall not be employed by or have a financial or other interest in a construction manager who has a proposal being evaluated and shall not be employed by the school district or the school's architect or engineer.
 - B. The selection committee and the school district shall evaluate proposals taking into consideration the criteria enumerated in subdivisions (1) through (7) of this subsection with the maximum percentage of total points for evaluation which may be assigned to each criterion set forth following the criterion. The following criteria shall be evaluated, when applicable:
 - (1) The financial resources of the construction manager to complete the project **(up to ten percent)**;
 - (2) The ability of the proposed personnel of the construction manager to perform **(up to thirty percent)**;
 - (3) The character, integrity, reputation, judgment, experience, and efficiency of the construction manager **(up to thirty percent)**;
 - (4) The quality of performance on previous projects **(up**

to thirty percent);

- (5) The ability of the construction manager to perform within the time specified **(up to thirty percent);**
- (6) The previous and existing compliance of the construction manager with laws relating to the contract **(up to ten percent);** and
- (7) Such other information as may be secured having a bearing on the selection **(up to twenty percent).**

NOTE TO BE DELETED: The percentages listed above must be modified so that they add up to 100%. This can be done directly in the policy, at the time the school board designates the CM@R method for a specific project, or at a later time but before the RFP is published and sent out.

The records of the selection committee in evaluating proposals and making recommendations shall be considered public records for purposes of NEB. REV. STAT. § 84-712.01.

- C. The school district shall then evaluate and rank each proposal on the basis of best meeting the criteria in the request for proposals and taking into consideration the recommendation of the selection committee.
4. Procedures for negotiations between the school district and the construction managers submitting proposals prior to the acceptance of a proposal if any such negotiations are contemplated shall include the following:
- A. The school district may attempt to negotiate a construction management at risk contract with the highest ranked construction manager and may enter into a construction management at risk contract after negotiations.
 - B. The negotiations shall include a final determination of the manner by which the construction manager selects a subcontractor.
 - C. If the school district is unable to negotiate a satisfactory contract with the highest ranked construction manager, the school district may terminate negotiations with that construction manager. The school district may then undertake negotiations with the second highest ranked

- construction manager and may enter into a construction management at risk contract after negotiations.
- D. If the school district is unable to negotiate a satisfactory contract with the second highest ranked construction manager, the school district may undertake negotiations with the third highest ranked construction manager, if any, and may enter into a construction management at risk contract after negotiations.
 - E. If the school district is unable to negotiate a satisfactory contract with any of the ranked construction managers, the school district may either revise the request for proposals and solicit new proposals or cancel the construction management at risk process under the act.
 - F. If the school district is able to negotiate a satisfactory contract with a construction manager, the school district shall file a copy of all construction management at risk contract documents with the State Department of Education within thirty days after their full execution. Within thirty days after completion of the project, the construction manager shall file a copy of all contract modifications and change orders with the State Department of Education.
5. Procedures for filing and acting on formal protests relating to the solicitation or execution of construction management at risk contracts shall include the following:
- A. Definitions.
 - (1) Interested party shall mean an actual or prospective bidder whose direct economic interest would be affected by the award of a contract by the school district to another party or by the failure of the school district to award a contract to such actual or prospective bidder.
 - (2) Protest shall mean a written objection by an interested party on any phase of the bidding process, including specification, preparation, bid solicitation, and intent to award.
 - B. Right to Protest. An interested party may protest to the Superintendent. The protest shall be submitted in writing on company letterhead within five working days after public notice of the bid. Protests based on alleged apparent

improprieties in a solicitation or other request for proposals must be filed before bid opening or the closing date for receipt of proposals. In all other cases, the protest must be filed within five working days following the selection of the construction manager. To expedite handling of protests, the envelope containing the protest should be clearly labeled "Protest". The written protest shall include as a minimum the following:

- (1) The name and address of the interested party;
- (2) Appropriate identification of the relevant solicitation, and if a bid has been opened, its number, and date of opening;
- (3) A detailed statement of reasons for the protest;
- (4) Supporting, exhibits, evidence, or documents to substantiate any claims unless not available within the filing time, in which case the expected availability date shall be indicated; and a list of all persons who have knowledge of facts relevant to the protest; and
- (5) The action(s) the protestor desires the school district to take to resolve the protest.

The Superintendent will immediately decide upon receipt of the protest whether or not the award of a contract shall be delayed, or if the protest is timely received after the award, whether the performance of the contract should be suspended. The school district shall not proceed further with the solicitation or with the award of the contract and shall suspend performance under the contract, if awarded, unless the Superintendent makes a written determination that the protest is clearly without merit or that award of the contract without delay is necessary to protect the substantial interests of the school district.

- C. Authority to Resolve Protests. Prior to the commencement of an administrative review by the Board concerning any protest, the Superintendent shall attempt to resolve any protest filed by an interested party concerning any solicitation. If the protest is not resolved by mutual agreement, the Superintendent shall create and deliver a

Decision to the protestor within a reasonable time after the written protest was received. The Decision shall include a written summary of the Superintendent's investigation and a recommendation regarding the outcome of the protest. The Decision shall (1) state the reasons for the action taken, and (2) inform the interested party of their right to the administrative review by the Board. A copy of the Decision shall be mailed or otherwise furnished immediately to the interested party and any other party intervening protestor and all other bidders. If not satisfied with the decision of the Superintendent, any interested party protestor may appeal to the Board, but the decision shall be final unless the interested party protestor files a timely appeal with the Board.

D. Board Appeal Procedures. Any interested party protestor, within five working days of receipt of a decision of the Superintendent, may file with the Superintendent a written notice of appeal for an administrative review before the Board. The Notice of Appeal must clearly state the action protested and the basis of appeal. The Board will conduct an administrative review at its next regularly scheduled meeting or at a special meeting. The school district board of education shall consider the Decision of the Superintendent and shall make the final decision on the protest. The school district board of education's decision shall be final.

6. A construction management at risk contract may be conditioned upon later refinements in scope and price and may permit the school district in agreement with the construction manager to make changes in the project without invalidating the contract. Later refinements shall not exceed the scope of the project statement contained in the request for proposals.

Prohibitions. The school district shall not use a construction management at risk contract for any construction project excluded by NEB. REV. STAT. § 13-2914 or any other applicable law.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3043 Design-Build Contracts

This policy is adopted pursuant to the Political Subdivisions Construction Alternatives Act (NEB. REV. STAT. § 13-2901 through § 13-2914).

The board shall adopt a resolution by a two-thirds affirmative vote selecting the design-build contract delivery system prior to proceeding with any of the steps involved with solicitation or execution of any construction contract. For a project authorized under subsection (3) of section 13-2914, the resolution shall include a statement that the political subdivision has made a determination that the design-build contract delivery system is in the public interest based, at a minimum, on one of the following criteria: (a) Savings in cost or time or (b) requirement of specialized or complex construction methods suitable for the design-build contract delivery system.

Definitions. For purposes of this policy:

1. Board means the District's Board of Education.
2. Department means the Nebraska Department of Education.
3. Design-Build Contract (DB Contract) means a contract which is subject to qualification-based selection between the District and a Design-Builder to furnish (a) architectural, engineering, and related design services for a project pursuant to the Nebraska Political Subdivisions Construction Alternatives Act (Act) and (b) labor, materials, supplies, equipment, and construction services for a project pursuant to the Act.
4. Design-Builder means a legal entity which proposes to enter into a DB Contract which is subject to qualification-based selection pursuant to the Act.
5. District means _____ Public Schools.
6. NEARA means the Nebraska Engineers and Architects Regulation Act.
7. Performance-Criteria Developer (PCD) means any person licensed or any organization issued a certificate of authorization to practice architecture or engineering pursuant to the NEARA who is selected by the District pursuant to this policy to assist the District in the development of Project Performance Criteria, Requests For Proposals, evaluation of Proposals, evaluation of construction under

a DB Contract to determine adherence to the Project Performance Criteria, and any additional services requested by the District to represent its interests in relation to a project.

8. Project Performance Criteria means the performance requirements of the project suitable to allow the Design-Builder to make a Proposal. Performance requirements include the following, if required by the project: capacity, durability, standards, ingress and egress requirements, description of the site, surveys, soil and environmental information concerning the site, interior space requirements, material quality standards, design and construction schedules, site development requirements, provisions for utilities, storm weather retention and disposal, parking requirements, applicable governmental code requirements, and other criteria for the intended use of the project.
9. Proposal means an offer in response to a Request For Proposals ("RFP") by a Design-Builder to enter into a DB Contract for a project pursuant to the Act.
10. Act means the Nebraska Political Subdivisions Construction Alternatives Act.
11. Request for Proposals (RFP) means the documentation by which the District solicits Proposals.
12. Superintendent means the District's Superintendent of Schools.

Procedures. The District shall follow the procedures below in connection with any DB Contract.

- 1. Rules and Procedures for Selecting and Hiring a PCD for a Specific Project.**
 - A. The District shall encourage eligible persons or organizations who desire to provide services to the District as a PCD to submit a statement of qualifications and performance data to the District. At least thirty days prior to selecting and hiring a PCD, the District shall publish notice in a newspaper of general circulation in the District that it is seeking a PCD for a design-build project. The notice shall include the following:

- (1) A general description of the Design-Build project;

- (2) Directions regarding how interested persons or organizations can apply for consideration by the District;
 - (3) The date by which persons or organizations must submit their applications; and
 - (4) A statement that any person or organization applying for consideration by the District must obtain a copy of the District's Design-Build Contract Policy from the Superintendent.
- B. To apply to be the District's PCD, applicants must submit a current statement of qualifications and performance data to the District. The statement of qualifications must include evidence that the applicant is licensed or certified to practice architecture or engineering pursuant to the NEARA. Applicants must update any information provided to the District to reflect any changed conditions of the applicant.
- C. Applicants shall first be certified by the Superintendent as qualified to act as a PCD for the District. In order to certify an applicant, the Superintendent shall make a finding that a PCD is fully qualified to render the required service. Factors to be considered in making this finding shall include capabilities to perform, adequacy of personnel, past record and performance, and experience; and may also include consideration of recent, current, and projected workloads; experience; equipment and facilities; promptness, and the quality of work previously done by applicant; suitability to the particular task; willingness to meet time and budget requirements; and such other qualities as are found necessary to consider in order to determine whether or not, if awarded the contract, the applicant could perform it strictly in accordance with its terms capabilities to perform.
- D. The Board shall evaluate each qualified applicant's current statement of qualifications and performance data. The Board shall conduct discussions with, and may require public presentations by no less than three applicants regarding their qualifications, approach to the project, ability to furnish the required service, and other factors identified above.
- E. The Board shall select, in order of preference, at least three applicants deemed to be most highly qualified to perform the required services after considering the factors outlined above.

- F. The Board shall negotiate a contract with the most qualified applicant for compensation which the Board determines is fair and reasonable. In making this determination, the Board shall conduct a detailed analysis of the cost of the professional services required in addition to considering their scope and complexity. For all lump-sum or cost-plus-a-fixed-fee professional service contracts, the Board shall require the applicant receiving the award to execute a certificate stating that wage rates and other factual unit costs supporting the compensation are accurate, complete, and current at the time of contracting. Any contract under which such a certificate is required shall contain a provision that the original contract price and any additions thereto shall be adjusted to exclude any significant sums by which the Board determines the contract price had been increased due to inaccurate, incomplete, or noncurrent wage rates and other factual unit costs. All such contract adjustments shall be made within one year following the end of the contract.

- G. If the Board is unable to negotiate a satisfactory contract with the applicant considered to be the most qualified at a price the Board determines to be fair and reasonable, it shall terminate negotiations with that applicant. The Board may then undertake negotiations with the second most qualified applicant. If the Board fails to reach an agreement with the second most qualified applicant, it shall terminate negotiations with that applicant. The Board shall then undertake negotiations with the third most qualified applicant.

- H. If the Board is unable to negotiate a satisfactory contract with any of the selected applicants, it shall either select additional applicants in order of their competence and qualification and continue negotiations in accordance with this policy until an agreement is reached or review the agreement under negotiation to determine the possible cause for failure to achieve a negotiated agreement.

- I. The Board may designate a committee to carry out any or all of the Board's duties under the PCD selection section of this policy, provided that the Board must approve any agreement with an applicant prior to its execution. Any such committee must have among its membership at least one person who is licensed to practice architecture or engineering pursuant to the NEARA.

- J. The public shall not be excluded from the meetings or proceedings under this section of this policy in accordance with the Open Meetings Act.
- K. The contract between the District and the PCD shall contain a prohibition against contingent fees as follows: "The PCD warrants that it has not employed or retained any company or person, other than a bona fide employee working solely for the PCD, to solicit or secure this agreement and that the PCD has not paid or agreed to pay any person, company, corporation, individual, or firm, other than a bona fide employee working solely for the PCD, any fee, commission, percentage, gift, or any other consideration contingent upon or resulting from the award or the making of this agreement." Upon violation of such provision, the District shall have the right to terminate the agreement without liability and, at its discretion, to deduct from the contract price, or otherwise recover, the full amount of such fee, commission, percentage, or consideration.
- L. The PCD is ineligible to be included as a provider of any services in a Proposal for the project on which it has acted as a PCD.
- M. A PCD may not be employed by or may not have a financial or other interest in a Design-Builder that will submit a Proposal.

2. Procedures and standards to be used to prequalify Design-Builders.

- A. The District, with the help of the PCD, shall prepare a request for letters of interest. The request for letters of interest shall:
 - (1) Describe the project in sufficient detail to permit a Design-Builder to submit a letter of interest;
 - (2) Be published in a newspaper of general circulation within the District at least 30 days prior to the deadline for receiving letters of interest; and
 - (3) Be sent by first-class mail to any Design-Builder upon request.
- B. Letters of interest shall be reviewed by the District in consultation with the PCD. The District and the PCD will evaluate prospective Design-Builders based on the information submitted to the District in response to the request for letters of interest.

- C. The District shall select at least three prospective Design-Builders, except that if only two Design-Builders have submitted letters of interest, the District shall select at least two prospective Design-Builders. Such selected Design-Builders shall be considered prequalified and eligible to receive and respond to the RFP.
- D. The District and PCD shall use the following standards when selecting which prospective Design-Builders to prequalify: capabilities to perform, adequacy of personnel, past record and performance, and experience; and may also include consideration of recent, current, and projected workloads; experience; equipment and facilities; promptness, and the quality of work previously done by applicant; suitability to the particular task; willingness to meet time and budget requirements; and such other qualities as are found necessary to consider in order to determine whether or not, if awarded the contract, the applicant could perform it strictly in accordance with its terms capabilities to perform.

3. Procedures for the preparation and content of RFPs.

- A. The District, with the help of the PCD, shall prepare the RFP, which shall contain:
 - (1) The identity of the school district for which the project will be built and will execute the Design-Build Contract;
 - (2) A copy of this Design-Build Contract Policy and all other policies adopted by the District relating to the DB Contract;
 - (3) The proposed terms and conditions of the DB Contract, including any terms and conditions which are subject to further negotiation. The proposed general terms and conditions shall be consistent with nationally recognized model general terms and conditions which are standard in the design and construction industry in Nebraska. The proposed terms and conditions may set forth an initial determination of the manner by which the Design-Builder selects any subcontractor and may require that any work subcontracted be awarded by competitive bidding;
 - (4) A project statement which contains information about the scope and nature of the project;
 - (5) Project Performance Criteria;
 - (6) Budget parameters for the project;

- (7) Any bonds or insurance required by law or as may be additionally required by the District;
- (8) The criteria for evaluation of Proposals and the relative weight of each criterion;
- (9) A requirement that the Design-Builder provide a written statement of its proposed approach to the design and construction of the project, which may include graphic materials illustrating the proposed approach to design and construction but shall not include price proposals;
- (10) A requirement that the Design-Builder agree to the following conditions:
 - (i) An architect or engineer licensed to practice in Nebraska will participate substantially in those aspects of the offering which involve architectural or engineering services;
 - (ii) At the time of the design-build offering, the Design-Builder will furnish to the Board a written statement identifying the architect or engineer who will perform the architectural or engineering work for the design-build project;
 - (iii) The architect or engineer engaged by the Design-Builder to perform the architectural or engineering work with respect to the design-build project will have direct supervision of such work and may not be removed by the Design-Builder prior to the completion of the project without the written consent of the Board;
 - (iv) A Design-Builder offering design-build services with its own employees who are design professionals licensed to practice in Nebraska will: (a) comply with the NEARA by procuring a certificate of authorization to practice architecture or engineering and (b) submit proof of sufficient professional liability insurance; and
 - (v) The rendering of architectural or engineering services by a licensed architect or engineer employed by the Design-Builder will conform to the NEARA and rules and regulations adopted under the Act; and
- (11) Other information the District chooses to require.

- B. At least 30 days prior to the deadline for receiving and opening Proposals, the notice of the RFP shall be:
 - (1) Published in a newspaper of general circulation within the District;
 - (2) Filed with the Department; and
 - (3) Sent by first-class mail to the prequalified Design-Builders only.

4. Procedures for preparing and submitting Proposals.

- A. Prequalified Design-Builders shall prepare and submit Proposals as required by the RFP.
- B. All Proposals shall be sealed. Proposals shall not be opened until expiration of the time established for making Proposals as set forth in the RFP.
- C. Proposals may be withdrawn at any time prior to acceptance.
- D. The District has the right to reject any and all Proposals except for the purpose of evading the law. The District may thereafter solicit new Proposals using the same or a different Project Performance Criteria.

5. Procedures for evaluating Proposals.

- A. The District may only proceed to negotiate and enter into a DB Contract if there are at least two proposals from prequalified Design-Builders.
- B. The District shall refer the proposals for recommendation to a selection committee. The selection committee shall be a group of at least five persons designated by the District. Members of the selection committee shall include (1) members of the school board, (2) members of the school administration or staff, (3) the school's architect or engineer (4) any person having special expertise relevant to selection of a design-builder under the Act, and (5) a resident of the District other than an individual included in subdivisions (1) through (4) of this subsection. A member of the selection committee designated under subdivision (4) or (5) of this subsection shall not be employed by or have a financial or other interest in a design-builder who has a proposal being evaluated and shall not be employed by the District or the school's architect or engineer.

- C. The selection committee and the District shall evaluate proposals taking into consideration the criteria enumerated in subdivisions (1) through (7) of this subsection with the maximum percentage of total points for evaluation which may be assigned to each criterion set forth following the criterion. The following criteria shall be evaluated, when applicable:
- (1) The financial resources of the design-builder to complete the project **(up to ten percent)**;
 - (2) The ability of the proposed personnel of the design-builder to perform **(up to thirty percent)**;
 - (3) The character, integrity, reputation, judgment, experience, and efficiency of the design-builder **(up to thirty percent)**;
 - (4) The quality of performance on previous projects **(up to thirty percent)**;
 - (5) The ability of the design-builder to perform within the time specified **(up to thirty percent)**;
 - (6) The previous and existing compliance of the design-builder with laws relating to the contract **(up to ten percent)**; and
 - (7) Such other information as may be secured having a bearing on the selection **(up to twenty percent)**.

NOTE TO BE DELETED: The percentages listed above must be modified so that they add up to 100%. This can be done directly in the policy, at the time the school board designates the Design-Build method for a specific project, or at a later time but before the RFP is published and sent out.

The records of the selection committee in evaluating proposals and making recommendations shall be considered public records for purposes of NEB. REV. STAT. § 84-712.01.

- D. The District shall then evaluate and rank each proposal on the basis of best meeting the criteria in the request for

proposals and taking into consideration the recommendation of the selection committee.

6. Procedures for Negotiations between the District and Design-Builders Submitting Proposals Prior to the District's Acceptance of a Proposal.

- A. The District may attempt to negotiate a DB Contract with the highest ranked Design-Builder selected by the Board and may enter into a DB Contract after negotiations.
- B. The negotiations shall include a final determination of the manner by which the design-builder selects a subcontractor.
- C. If the District is unable to negotiate a satisfactory DB Contract with the highest ranked Design-Builder, it may terminate negotiations with that Design-Builder. The District may then undertake negotiations with the second highest ranked Design-Builder and may enter into a DB Contract with that Design-Builder after negotiations.
- D. If the District is unable to negotiate a satisfactory DB Contract with the second highest ranked Design-Builder, it may terminate negotiations with that Design-Builder. The District may then undertake negotiations with the third highest ranked Design-Builder, if any, and may enter into a DB Contract with that Design-Builder after negotiations.
- E. If the District is unable to negotiate a satisfactory DB Contract with any of the ranked Design-Builders, it may either revise the RFP and solicit new Proposals or cancel the design-build process.
- F. If the District is able to negotiate a satisfactory contract with a design-builder, the District shall file a copy of all design-build contract documents with the State Department of Education within thirty days after their full execution. Within thirty days after completion of the project, the design-builder shall file a copy of all contract modifications and change orders with the State Department of Education.

7. Procedures for Filing and Acting on Formal Protests Relating to the Solicitation or Execution of DB Contracts.

- A. Definitions.
 - (1) Interested party shall mean an actual or prospective bidder whose direct economic interest would be affected by the award of a contract by the District to another party

or by the failure of the District to award a contract to such actual or prospective bidder.

- (2) Protest shall mean a written objection by an interested party on any phase of the bidding process, including specification, preparation, bid solicitation, and intent to award.

B. Right to Protest. An interested party may protest to the Superintendent. The protest shall be submitted in writing on company letterhead within five working days after public notice of the bid. Protests based on alleged apparent improprieties in a solicitation or other request for proposals must be filed before bid opening or the closing date for receipt of proposals. In all other cases, the protest must be filed within five working days following the selection of the design-builder. To expedite handling of protests, the envelope containing the protest should be clearly labeled "Protest". The written protest shall include as a minimum the following:

- (1) The name and address of the interested party;
- (2) Appropriate identification of the relevant solicitation, and if a bid has been opened, its number, and date of opening;
- (3) A detailed statement of reasons for the protest;
- (4) Supporting, exhibits, evidence, or documents to substantiate any claims unless not available within the filing time, in which case the expected availability date shall be indicated; and a list of all persons who have knowledge of facts relevant to the protest; and
- (5) The action(s) the protestor desires the school district to take to resolve the protest.

The Superintendent will immediately decide upon receipt of the protest whether or not the award of a contract shall be delayed, or if the protest is timely received after the award, whether the performance of the contract should be suspended. The school district shall not proceed further with the solicitation or with the award of the contract and shall suspend performance under the contract, if awarded, unless the Superintendent makes a written determination that the protest is clearly without merit or that award of the contract without delay is necessary to protect the substantial interests of the District.

- C. Authority to Resolve Protests. Prior to the commencement of an administrative review by the Board concerning any protest, the Superintendent shall attempt to resolve any protest filed by an interested party concerning any solicitation. If the protest is not resolved by mutual agreement, the Superintendent shall create and deliver a Decision to the protestor within a reasonable time after the written protest was received. The Decision shall include a written summary of the Superintendent's investigation and a recommendation regarding the outcome of the protest. The Decision shall (1) state the reasons for the action taken, and (2) inform the interested party of their right to the administrative review by the Board. A copy of the Decision shall be mailed or otherwise furnished immediately to the interested party and any other party intervening protester and all other bidders. If not satisfied with the decision of the Superintendent, any interested party protester may appeal to the Board, but the decision shall be final unless the interested party protester files a timely appeal with the Board.
- D. Board Appeal Procedures. Any interested party protester, within five working days of receipt of a decision of the Superintendent, may file with the Superintendent a written notice of appeal for an administrative review before the Board. The Notice of Appeal must clearly state the action protested and the basis of appeal. The Board will conduct an administrative review at its next regularly scheduled meeting or at a special meeting. The school district board of education shall consider the Decision of the Superintendent and shall make the final decision on the protest. The school district board of education's decision shall be final.

8. Refinements and Changes. A DB Contract may be conditioned upon later refinements in scope and price and may permit the District, in agreement with the Design-Builder, to make changes in the project without invalidating the DB Contract. Later refinements shall not, however, exceed the scope of the project statement contained in the RFP.

9. Projects Excluded. The District shall not use a design-build contract for any construction project excluded by NEB. REV. STAT. § 13-2914 or any other applicable law.

Adopted on: _____

Revised on: _____

Reviewed on: _____

5063 Audio and Video Recording

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

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

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

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

For example, this policy does not prohibit students from making recordings of an athletic event for their personal use similar to a parent or other patron, subject to other applicable board policy. However, this policy generally prohibits students from using smart-speakers or other devices which actively or passively create or transmit audio or video recordings, including Google Home, Amazon Alexa, Apple HomePod, and AngelSense devices.

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

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

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

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

Adopted on: _____

Revised on: _____

Reviewed on: _____

6036

Reading Instruction and Intervention Services

The purpose of this policy is to facilitate reading instruction and intervention services to address student reading needs, including, but not limited to, dyslexia. It is the school district's goal that each student be able to read at or above grade level by third grade.

Effective Reading Teachers. It is the intent of the school district to employ teachers for kindergarten through third grade who are effective reading teachers as evidenced by (a) evaluations based on classroom observations and student improvement on reading assessments or (b) specialized training in reading improvement.

Reading Assessment. The school district will administer a reading assessment approved by the Nebraska Department of Education three times during the school year to all students in kindergarten through third grade. Exceptions to this requirement include:

- Any student receiving specialized instruction for limited English proficiency who has been receiving such instruction for less than two years;
- Any student receiving special education services for whom such assessment would conflict with the individualized education plan; and
- Any student receiving services under a plan pursuant to the requirements of section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. 794, or Title II of the federal Americans with Disabilities Act of 1990, 42 U.S.C. 12131 to 12165, as such acts and sections existed on January 1, 2018, for whom such assessment would conflict with such section 504 or Title II plan.

The first assessment for kindergarten students must occur within the first 45 calendar days that school is in session of each school year. For all other grades, the first assessment must occur within the first 30 calendar days that school is in session of each school year.

Diagnostic assessments used within a supplemental reading intervention program do not require Nebraska Department of Education approval.

Deficiency Identification. Any student in kindergarten through third grade performing below the threshold level as determined by the Nebraska Department of Education shall be identified as having a reading deficiency for purposes of the Nebraska Reading Improvement Act and this policy. A student who is identified as having a reading deficiency shall remain identified as having a reading deficiency until the student performs at or above the

threshold level on an approved reading assessment. Nothing in the Nebraska Reading Improvement Act or this policy shall prohibit a school district from identifying any other student as having a reading deficiency.

Supplemental Reading Intervention Program. The school district will provide a supplemental reading intervention program to ensure that students can read at or above grade level at the end of third grade. The school district may work collaboratively with a reading specialist at the Nebraska Department of Education, with educational service units, with learning communities, or through interlocal agreements to develop and provide such supplemental reading intervention programs. Each supplemental reading intervention program must be:

- Provided to any student identified as having a reading deficiency;
- Implemented during regular school hours in addition to regularly scheduled reading instruction unless otherwise agreed to by a parent or guardian; and
- Made available as a summer reading program between each summer for any student who has been enrolled in grade one, grade two, or grade three or in a higher grade and is identified as continuing to have a reading deficiency at the conclusion of the school year preceding such summer reading program. The summer reading program may be held in conjunction with existing summer programs in the school district or in a community reading program not affiliated with the school district or offered online.

The supplemental reading intervention program may also include:

- Reading intervention practices that are evidence-based;
- Diagnostic assessments to identify specific skill-based strengths and weaknesses a student may have;
- Frequent monitoring of student progress throughout the school year with instruction adjusted accordingly;
- Intensive intervention using strategies selected from the following list to match the weaknesses identified in the diagnostic assessment:
 - Development in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension;
 - Explicit and systematic instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error corrections and feedback; or
 - Daily targeted individual or small-group reading intervention based on student needs as determined by diagnostic assessment data subject to planned extracurricular school activities;

- Strategies and resources to assist with reading skills at home, including parent-training workshops and suggestions for parent-guided home reading; or
- Access to before-school or after-school supplemental reading intervention with a teacher or tutor who has specialized training in reading intervention.

Parent/Guardian Notification. The school will give notice in writing or by electronic communication to the parent(s) or guardian(s) of any student identified as having a reading deficiency within 15 working days of such identification that the student has been identified as having a reading deficiency and that an individual reading improvement plan will be established and shared with the parents or guardians.

Reading Improvement Plan. Any student who is identified as having a reading deficiency will receive an individualized reading improvement plan, that shall include a supplemental reading intervention program, no later than 30 days after the identification of the reading deficiency. The reading improvement plan may be created by the teacher, the principal, other pertinent school personnel, and the parents or guardians of the student and shall describe the reading intervention services the student will receive through the supplemental reading intervention program to remedy the reading deficiency. The student must receive reading intervention services through the supplemental reading intervention program until the student is no longer identified as having a reading deficiency.

Reading Progress. Each student in kindergarten through third grade and his or her parent(s) or guardian(s) will be informed of the student's reading progress within a reasonable time after the school district receives the results from the student's approved reading assessment.

Adopted on: _____

Revised on: _____

Reviewed on: _____

2005 Conflict of Interest

Any member of the board of education who meets the conditions set forth in this policy shall be deemed to have a business or financial conflict of interest.

1. Definitions. For purposes of this policy:

a. Business with which a board member is associated shall include the following:

(1) A business in which the board member or a member of his or her immediate family is a partner, a limited liability company, or serves as a director or an officer.

(2) A business in which the board member or a member of his or her immediate family is a stockholder in a closed corporation with stock worth one thousand dollars or more, or the board member or his or her immediate family owns more than a five percent equity interest or is a stockholder of publicly traded stock worth more than ten thousand dollars or more at fair market value, or which represents more than ten percent equity interest. This shall not apply to publicly traded stock under a trading account if the board member reports the name and address of the company and stockbroker.

b. A business association shall be defined to include an individual as a partner, limited liability company member, director or officer, or a business in which the individual or member of the immediate family is a stockholder.

c. Immediate family member or member of the immediate family shall mean a child residing in an individual's household, a spouse of an individual, or an individual claimed by that individual or that individual's spouse as a dependent for federal income tax purposes.

2. Contracts with the School District.

a. No board member or member of his or her immediate family shall enter into a contract valued at two thousand dollars or more, in

any one year, with this school district unless the contract is awarded through an open and public process that (1) includes prior public notice and (2) allows the public to inspect during the school district's regular office hours the proposals considered and the contract awarded. Board members who enter into employment contracts with the school district must also comply with the board's policy on the employment of board members.

- b. The existence of any conflict of interest in any contract in which the board member has an interest and in which the school district is a party, or the failure to make public the board member's interest known, may render a contract null and void.
- c. The prohibition of a conflict of interest or requirement for the board member to make public notice shall apply when the board member, or his or her parent, spouse, or child has a business association with the business involved in the contract or will receive a payment, fee, or commission as a result of the contract.
- d. The prohibition in this section does not apply if the contract is an agenda item approved at a board meeting and the board member:
 - (1) Makes a declaration on the record to the school board regarding the nature and extent of his or her interest prior to official consideration of the contract;
 - (2) Does not vote on the matters of granting the contract, making payments pursuant to the contract, or accepting performance of work under the contract, or similar matters relating to the contract, except that if the number of members of the school board declaring an interest in the contract would prevent the board with all members present from securing a quorum on the issue, then all members may vote on the matters; and
 - (3) Does not act for the school board as to inspection or performance under the contract in which he or she has an interest.

3. Contracts with Board Member's Immediate Family.

- a. If a person in a board member's immediate family is an employee of this school district, the board member may vote on all issues of a contract which are generally applicable to:
 - (1) All district employees.
 - (2) All employees within a specific classification but which does not single out the member of his or her immediate family.

4. Employing Members of the Immediate Family.

- a. A board member may recommend for employment or supervise the employment of an immediate family member if:
 - (1) The board member does not abuse his or her position.
 - (2) Abuse of official position shall include, but not be limited to, employing an immediate family member:
 - (i) who is not qualified for and able to perform the duties of the position;
 - (ii) for any unreasonably high salary;
 - (iii) who is not required to perform the duties of the position.
 - (3) The board makes a reasonable solicitation and consideration of applications for employment.
 - (4) The board member makes a full disclosure on the record to the governing body of the school district and to the secretary of the board. If the secretary of the board of education would be the individual filing the disclosure statement, the statement shall be filed with the president of the board of education.
 - (5) The board approves the employment or supervisory position.

b. The board has not terminated the employment of another employee so as to make funds or a position available for the purpose of hiring an immediate family member.

5. Gifts, Loans, Contributions, Rewards, or Promises of Future Employment

a. No board member shall offer or give to the following persons anything of value, including a gift, loan, contribution, reward, or promise of future employment, based upon an agreement that a vote, official action, or judgment would be influenced thereby:

(1) a public official, public employee, or candidate.

(2) a member of the immediate family of an individual listed in Subparagraph 'a' above.

(3) a business with which an individual listed in Subparagraph (1) or (2) above is associated.

b. No board member shall solicit or accept anything of value, including a gift, loan, contribution, reward, or promise of future employment based on an agreement that the vote, official action, or judgment of the board member would thereby be influenced.

c. A board member shall not use or authorize the use of his or her public office or any confidential information received through the holding of a public office to obtain financial gain, other than compensation provided by law, for himself or herself, a member of his or her immediate family, or a business with which he or she is associated.

d. A board member shall not use personnel, resources, property, or funds under his or her official care and control other than in accordance with prescribed constitutional, statutory, and regulatory procedures or use such items, other than compensation provided by law, for personal financial gain.

6. Conflict of Interest Relating to Campaigning or Political Issues

a. Except as provided below, the board shall not authorize the use of personnel, property, resources, or funds under its jurisdiction 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.

- b. This does not prohibit the board from making school district facilities available to a person for campaign purposes if the identity of the candidate or the support for or opposition to the ballot question is not a factor in making the facilities available or a factor in determining the cost or conditions for use.
- c. This does not prohibit the board from discussing and voting upon a resolution supporting or opposing a ballot question.
- d. This does not prohibit the board, while legally seated as a body, from responding to specific inquiries by the press or the public as to the board's opinion regarding a ballot question or from providing information in response to a request for information.
 - (1) The board may designate one or more members of its body, or one or more of its school administrators, to speak on behalf of the board on specific occasions such as public meetings or legislative hearings.
 - (2) Any member of the board may present his or her personal opinion regarding a ballot question or respond to a request for information related to a ballot question; but in so doing, the person should clearly state that the information being presented is his or her personal opinion and is not to be considered as the official position or opinion of the board. However, this shall not be done during a time that the individual is engaged in his or her official duties.

7. Conflict of Interest Statement

- a. Any board member who would be required to take any action or make any decision in the discharge of his or her official duties that may cause financial benefit or detriment to him or her, a member of his or her immediate family, or a business with which he or she is associated, which is distinguishable from the effects of such action on the public generally or a broad segment of the public, shall take the following actions as soon as he or she is aware of such potential conflict or should reasonably be aware of such potential conflict, whichever is sooner:

- (1) Prepare a written statement describing the matter requiring action or decision and the nature of the potential conflict;
 - (2) Deliver a copy of the statement to the school board secretary who shall enter the statement onto the school district's public records; and
 - (3) Abstain from participating or voting on the matter in which he or she has a conflict of interest.
- b. If the board member would like a formal opinion from the NADC as to whether there is an actual conflict of interest, he/she shall deliver a copy of the statement to the NADC.

8. Recordkeeping

- a. The board secretary shall maintain a separate record of the following information for every contract entered into by the school board in which a board member has an interest and for which disclosure was made pursuant to section 2d of this policy:
 - (1) The names of the contracting parties.
 - (2) The nature of the interest of the board member in question.
 - (3) The date that the contract was approved.
 - (4) The amount of the contract.
 - (5) The basic terms of the contract.
- b. The information supplied relative to the contract shall be provided no later than ten (10) days after the contract has been signed by both parties. The ledger kept by the board secretary shall be available for public inspection during normal working hours of the office in which it is kept.

9. Conflict. To the extent that there is a conflict between this policy and the Nebraska Political Accountability and Disclosure Act ("Act"), the Act shall control.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3003.1
Bidding for Construction, Remodeling, Repair, or Related Projects
Financed with Federal Funds

I. Applicability of the Policy

This policy applies only to construction and contracts undertaken with federal funds which are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department and General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy conflicts or is otherwise inconsistent with mandatory provisions of the UGG, EDGAR or other applicable federal law, the mandatory provisions of the laws shall control.

The District will also comply with the requirements of the public lettings laws (NEB. REV. STAT. §§ 73-101 through 73-106) when the contemplated expenditure for the complete project exceeds \$109,000, the Political Subdivisions Construction Alternatives Act (NEB. REV. STAT. §§ 13-2901 through 13-2914), energy financing contracts (NEB. REV. STAT. §§ 66-1062 through 66-1066), other applicable state laws, and the board's general policy on Bidding for Construction and Related Projects. In the event of a conflict between state and federal law, the more stringent requirement shall apply.

II. All projects undertaken pursuant to this policy will be subject to the following bond requirements

- A.** A bid guarantee from each bidder equivalent to five percent of the bid price. The "bid guarantee" must consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder will, upon acceptance of the bid, execute such contractual documents as may be required within the time specified.
- B.** A performance bond on the part of the contractor for 100 percent of the contract price. A "performance bond" is one executed in connection with a contract to secure fulfillment of all the contractor's obligations under such contract.
- C.** A payment bond on the part of the contractor for 100 percent of the contract price. A "payment bond" is one executed in connection with a contract to assure payment as required by law of all persons

supplying labor and material in the execution of the work provided for in the contract.

III. Construction Projects with an Anticipated Cost of Under \$250,000

A. Methods of Bidding/Soliciting Quotations or Estimates

The type of procedures required depends on the anticipated cost of the project.

1. Construction with an Anticipated Cost of up to \$10,000 (Micro-Purchases)

Micro-purchase means a purchase of supplies or services using simplified acquisition procedures, the annual aggregate amount of which does not exceed \$10,000. Micro-purchases may be made or awarded without soliciting competitive quotations, to the extent district staff determine that the cost of the purchase is reasonable. For purposes of this policy "reasonable" means the purchase is comparable to market prices for the geographic area.

To the extent practicable, the District distributes micro-purchases equitably among qualified suppliers. The District will follow its standard policy on purchasing.

2. Construction with an Anticipated Cost of between \$10,000 and \$250,000 (Small Purchase Procedures)

For construction projects subject to this policy, small purchases are purchases that, in the aggregate amount, is more than \$10,000 and less than \$250,000 annually. For small purchases, price or rate quotes shall be obtained in advance from a reasonable number of qualified sources as detailed in the district's standard policies on purchasing and on bid letting and contracts.

B. Construction Projects with an estimated cost of between \$109,000 and \$249,999 will be made pursuant to the District's Policy on Bid Letting and Contracts.

Pursuant to Nebraska law, construction projects which have an

anticipated aggregate cost of \$109,000 or more are subject to state public lettings laws (NEB. REV. STAT. §§ 73-101 through 73-106). The board will follow its standard policy on bid letting and contracts for construction projects financed with federal funds which have an anticipated aggregate cost of between \$109,000 and \$250,000.

IV. Construction Projects with an Anticipated Cost Over \$250,000

A. Sealed Bids: All constructions projects subject to this policy with an anticipated cost of \$250,000 or more will be publicly solicited using the sealed bid method

1. Bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids, for state, local, and tribal governments, the invitation for bids must be publicly advertised;
2. The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;
3. Sealed bids will be publicly opened in a place and at the specific time stated in the bid solicitation. Bidders shall be notified of the opening and invited to be present.
4. The contract will be awarded to the lowest responsive and responsible bidder.
 - a) Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest.
 - b) Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of.
 - c) Any or all bids may be rejected if there is a sound documented reason.
5. The board shall have discretion in determining which bidders are responsible and responsive and shall award the contract to the lowest, responsible, and responsive bidder whose bid meets the bid specifications. This means that the board will select the bid that offers the best value and award a contract based upon the amount of the bid and the bidder's ability and capacity to carry on

the work, its equipment and facilities, honesty, integrity, skills, business judgment, experience, equipment, facilities, financial stability, past performance, and other relevant factors.

6. The board will generally complete its review of bids and select a vendor within 30 days of bid submission.

B. Advertising for Bids.

1. The superintendent or designee will arrange to advertise for bids by publishing notice in any newspaper of general circulation within the school district at least 7 calendar days prior to the date on which bids are due.

2. Nothing shall prevent the superintendent or designee from advertising in additional media outlets or for a longer period of time.

C. Bid Documents

1. The bid documents shall identify the day upon which the bids shall be returned, received, or opened and shall identify the hour at which the bids will close or be received or opened.

2. The bid documents shall also provide that such bids shall be opened simultaneously in the presence of the bidders or their representatives.

3. Bids received after the date and time specified in the bid documents shall be returned to the bidder unopened.

4. If bids are being opened on more than one contract, the board, in its discretion, may award each contract as the bids are opened.

5. Sealed bids will be opened in a place and at the specific time stated in the bid solicitation. Bidders shall be notified of the opening and invited to be present.

6. Bids will be reviewed by the Superintendent and/or designee and submitted to the board for approval.

7. The board shall have discretion in determining which bidders are responsible and responsive and shall award the contract to the

lowest, responsible, and responsive bidder whose bid meets the bid specifications. This means that the board will select the bid that offers the best value and award a contract based upon the amount of the bid and the bidder's ability and capacity to carry on the work, its equipment and facilities, honesty, integrity, skills, business judgment, experience, equipment, facilities, financial stability, past performance, and other relevant factors.

8. The board will generally complete its review of bids and select a vendor within 30 days of bid submission.

D. The terms of any construction project undertaken pursuant to this policy will be memorialized in a written contract which has been reviewed by the district's legal counsel and approved by the board.

V. Other Contract Matters.

A. Required Terms

The non-Federal entity's contracts must contain the applicable provisions required by section 200.326 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

B. Contracting with Certain Vendors

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible and consistent with state law.

To the maximum extent practicable, the school food program shall purchase domestic commodities or products produced in the U.S. or processed in the U.S. substantially using agricultural commodities produced in the U.S.

C. Full and Open Competition

The district's procurement transactions will be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319.

D. Debarment and Suspension

The District awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed

procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

The District may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000 the District verifies that the vendor with whom the District intends to do business with is not excluded or disqualified. 2 C.F.R. Part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300.

The District will verify debarment or suspension by revising the excluded parties list on SAM.gov, collecting a certification through the bidding process, and/or by including a debarment and suspension provision in the bid and contract documents. The Superintendent or his/her designee shall be responsible for such verification.

E. Settlements of Issues Arising Out of Contract

The District alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the District of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

F. Record Keeping

1. Record Retention

- a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.

- b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding construction projects for a minimum of five (5) years after the sale or demolition of the building. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.
 - c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.
2. Maintenance of Construction Records for Projects Financed with Federal Funds
- a) The District must maintain records sufficient to detail the history of all construction projects financed with federal funds. These records will include, but are not necessarily limited to the following: rationale for the method of construction, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.
 - b) Retention of construction records shall be in accordance with applicable law and Board policy.

VI. Conflict of Interest and Code of Conduct

- A.** Board and staff member conflicts of interest are governed by the district's conflict of interest policies.
- B.** Contracts covered by this policy are subject to the following additional provisions.
 1. Employees, officers, and agents engaged in the selection, award, and/or administration of district contracts which are prohibited from engaging in such actions if a real or apparent conflict of interest is present.
 2. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
 3. The board may determine at its discretion that a financial interest is not substantial enough to give rise to a conflict of interest.

C. Favors and Gifts

The officers, employees, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, with the limited exception of unsolicited items of nominal value.

D. Enforcement

Disciplinary Actions will be applied for violations of such standards by officers, employees, or agents of the District at the board's discretion.

VII. Financial Management

A. Identification.

The District will identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and award identification include, as applicable, the CFDA title and

number, federal award identification number and year, name of the federal agency, and, if applicable, name of the pass-through entity.

B. Financial Reporting

The District will make an accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the financial reporting requirements set forth in the Education Department General Administrative Regulations (EDGAR).

C. Accounting Records

The District maintains records which adequately identify the source and application of funds provided for federally-assisted activities. These records must contain information pertaining to grant or subgrant awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation.

D. Internal Controls

The Superintendent or his/her designee must maintain effective control and accountability for all funds, real and personal property, and other assets through board review and approval of claims, an annual audit of the district's finances pursuant to the applicable Nebraska Department of Education and federal rules and regulations, and comparison of expenditures and outlays to budgeted amounts. The District adequately safeguards all such property and assures that it is used solely for authorized purposes.

E. Budget Control

Actual expenditures or outlays will be compared with budgeted amounts for each federal award at least annually and more often as required by law or deemed prudent by the board or administrative staff.

F. Payment Methods

The District will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the District, in accordance with the Cash Management Improvement Act at 31 CFR Part 205. Generally, the District receives payment from the Nebraska Department of Education on a reimbursement basis. 2 CFR § 200.305. However, if the District receives an advance in federal grant funds, the District will remit interest earned on the advanced payment

quarterly to the federal agency. The District may retain interest amounts up to \$500 per year for administrative expenses. 2 CFR § 200.305(b)(9).

Consistent with state and federal requirements, the District will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for the Nebraska Department of Education to review upon request.

G. Allowability of Costs

Expenditures must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval.

When determining how the District will spend its grant funds, the Superintendent or his/her designee will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474 and 2 CFR Part. The Superintendent or his/her designee must consider these factors when making an allowability determination.

The Superintendent or his/her designee will consider Part 200's cost guidelines when federal grant funds are expended. The Superintendent or his/her designee will also consider whether all state - and District-level requirements and policies regarding expenditures have been followed.

VIII. Other Contract Matters.

A. Required Terms

The non-Federal entity's contracts must contain the applicable provisions required by section 200.326 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

B. Contracting with Certain Vendors

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible consistent with state law.

To the maximum extent practicable, the school food program shall purchase domestic commodities or products produced in US or processed in US substantially using agricultural commodities produced in US.

C. Record Keeping

1. Record Retention

a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and § 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.

b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding federal awards for a minimum of six (6) years. Consequently, the District shall retain records for a minimum of six (6) years from the date on which the final Financial Status Report is submitted, unless otherwise notified in writing to extend the retention period by the awarding agency, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.

c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.

2. Maintenance of Procurement Records

a) The District must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

b) Retention of procurement records shall be in accordance with applicable law and Board policy.

D. Privacy

The District has protections in place to ensure that the personal information of both students and employees is protected. These include the use of passwords that are changed on a regular basis; staff training on the requirements of the Family Educational Rights and Privacy Act (FERPA) and State confidentiality requirements; and training on identifying whether an individual requesting access to records has the right to the documentation.

Adopted on: _____

Revised on: _____

Reviewed on: _____

RESOLUTION ON SCHOOL DISTRICT STANDARDS FOR ACCEPTANCE OR REJECTION OF OPTION ENROLLMENT APPLICATIONS

WHEREAS, Centennial Public Schools is committed to providing an education of high quality to its students in an economically efficient manner; and

WHEREAS, the school district's faculty, facilities, and equipment can serve only a limited number of students effectively; and

WHEREAS, the Board of Education, in consultation with the administration, has reviewed the school district's faculty, facilities, equipment, interdisciplinary efforts and interrelationships of grades, subjects, and faculty; and has determined the maximum number of students it can serve effectively at any given grade level and in total; and

NOW, THEREFORE BE IT RESOLVED that the board adopts the following standards for acceptance or rejection of option enrollment applications:

Numeric Capacity. The capacity in the following grade levels, programs, classes, and/or school buildings is as follows:

PROGRAM/GRADE/ CLASS/BUILDING	CAPACITY	PROJECTED ENROLLMENT	NO. OF OPTION SPOTS
Kindergarten	50	24	26
First	50	35	15
Second	50	35	15
Third	50	28	22
Fourth	50	35	15
Fifth	50	35	15
Building Capacity, Elementary	300	192	108
Level I Elem. Special Education	25	22	3
Level II Elem. Special Education	At	Capacity	0
Level III Elem. Special Education	At	Capacity	0
Sixth	50	33	17
Seventh	50	27	23
Eighth	50	33	17
Bldg. Capacity, Middle School	150	93	57
Level I MS Special Education	20	11	9
Level II MS Special Education	At	Capacity	0
Level III MS Special Education	At	Capacity	0
Ninth	60	32	28
Tenth	60	45	15
Eleventh	60	35	25
Twelfth	60	33	27

Bldg. Capacity, Sr. High School	240	145	95
Level I HS Special Education	20	12	8
Level II Sr. HS Special Education	At	Capacity	0
Level III Sr. HS Special Education	At	Capacity	0

Programmatic Capacity. The board declares the following grade levels, programs, classes, and school buildings to be at capacity such that no option applications into any of the following will be accepted: Level II and III Special Education at all levels.

Other Standards. The school district shall not accept an option student when acceptance of the student:

- (a) Would increase the operating costs of the school district, such as by requiring the hiring of new staff or contracting with outside entities to provide services to the student;
- (b) Would require the procurement of new equipment, technology, or furnishings;
- (c) Would cause or require the rearrangement of caseloads for staff and contracted professionals;
- (d) Is reasonably deemed by appropriate school staff to pose a potential risk to the health or safety of students or staff;
- (e) May pose a risk of adversely affecting the quality of educational services being provided to resident students, as determined by appropriate school staff.

After the above resolution was read, board member _____ moved for passage of the motion. Board member _____ seconded the motion. After discussion, and on roll call vote, the following members voted in favor of the motion: _____.

The following members voted against the motion: _____.

The following members did not vote: _____.

Having been consented to by a majority of the voting members, the board president declared the motion to have been passed and adopted.

Dated this ____ day of _____, 2021.

President, Board of Education

COMMUNITIES UNITED FOR A BRIGHTER TOMORROW
EMPOWER, CHALLENGE, AND SUPPORT EVERY STUDENT, EVERY DAY.

2021 - 2022



**CENTENNIAL
PUBLIC SCHOOL**

**Middle School/High School
Student/Parent
Handbook**

Centennial Public School
MiddleSchool/High School
Student/Parent Handbook
2021-22 School Year

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STUDENT'S INTERNET ACCEPTABLE USE AGREEMENT

Section 1 Intent of Handbook

August 1, 2021

Centennial students and parents:

Welcome back to the 2021-2022 school year. I trust that you have had an enjoyable summer vacation and are looking forward to rejoining your friends for another school year. It is the desire of the Centennial family of teachers, staff members, and administrators to make this a rewarding and profitable year for our students.

This handbook is intended to be used by students, parents, and staff as a guide to the rules, regulations, and general information about Centennial Middle/High School. Each student is responsible for becoming familiar with the handbook and knowing the information contained in it. Parents are encouraged to use this handbook as a resource and to assist their child in following the rules contained in this handbook.

Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all-encompassing so as to cover every situation and circumstance that may arise during any school day or school year. This handbook does not create a "contract." The administration reserves the right to make decisions and rule revisions at any time to ensure a productive, orderly, and safe learning environment. 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.

Sincerely,



Colin Barga
Secondary Principal
Centennial Public School

Section 2 Members of the Board of Education

Name	Position
Jason Richters	President
Mark Avery	Vice-President
Jodi Cast	Secretary
Doug Cast	Treasurer
Doug Tonniges	Member
Bryce Borchers	Member

Section 3 Administrative Staff

Name	Position
Seth Ford	Superintendent
Colin Borgen	Secondary Principal
Ken Booth	Elementary Principal
Cara Stoll	Special Education Director
Jenny Wagner	Assistant Principal / Activities Director
Dan Tesar	Operations Director / Technology Coordinator

Section 4 Teaching Staff

Name	Department	Grades
Anstine, Alex	Special Education	K-9
Borgen, Jennifer	Mathematics	11-12
Barjenbruch, Craig	Business/Math	7-12
Barjenbruch, Jordan	5th Grade	5
Breitkreutz, Jessica	Technology Integrationist/Library Media Specialist	PK-12
Chrisman, Dana	1st Grade	1
Dey, Julie	6th Grade	6
Eitzmann, Barry	Mathematics	8-12
Endres, Ann	Family Consumer Science	7-12

Fehlhafer, Kelly	Speech-Language Pathologist	PK-12
Fish, Bob	Guidance Counseling	7-12
Fowler, Jarrett	2nd Grade	2
Godfrey, Amanda	Preschool, Special Education	PK-K
Hanway, Kaylee	4th Grade	4
Harris, Joshua	Instrumental Music/Vocal Music	K-12
Heine, Bridget	Kindergarten	K
Heser, Kelly	Art	K-12
Hirschfeld, Tricia	Interventionist	4-8
Jansen, Ryan	Vocal Music	K-12
Johansen, Rob	Industrial Tech	7-12
Jorgensen, Crystal	3rd Grade	3
Klanecky, Evan	PE	7-12
Klanecky, Nikki	Special Education	7-12
Kucera, McKenna	4th Grade	4
Morenzoni, Liz	5th Grade	5
Ortmeier, Jordan	Social Studies/Criminal Justice	10-12
Ortmeier, Mark	Science/PE	K-8
Ostmeyer, Sarah	Language Arts	10-12
Pair, Becca	Science	10-12
Pankoke, Leah	Business/Technology	7-12
Payne, Phil	Social Studies	7-12
Petersen, Emily	Spanish	8-12
Podliska, Holly	Agriculture	8-12
Polk, Jake	PE	K-6
Pracheil, Molly	2nd Grade	2
Pulliam, Laura	Language Arts	6-8
Rafert, Linda	Title I	K-6

Robinson, Chelsea	Special Education	K-6
Rodine, Drew	Math/Coding and Robotics	6-8
Sams, Brian	Science	9-12
Saunders, Rachel	Language Arts	9-12
Scholl, Cam	Special Education/PE	7-12
Soliz, Danae	1st Grade	1
Warm, Molly	Kindergarten	K
Warren, Ashley	Preschool	PK
Zysset, Jared	3rd Grade	3

Section 5 Support Staff

Name	Position
Tonniges, Lindsey	Nurse
Rhodes, Marge	Bookkeeper
Fickel, Teri	Special Education Secretary
Dickey, Susan	Superintendent Secretary
Jackson, PJ	Secondary Secretary
Fehlhafer, Kara	Secondary Secretary
Kilgore, Kayla	Elementary Secretary
Fortner, Si	Maintenance Technician
Heine, Kathy	Custodian/Transportation
Kirkpatrick, Diana	Custodian
Mogee, Nancy	Custodian
Tieken, Tim	Custodian
Adrienne Heater	Head Custodian/Transportation
Brueggemann, Jayson	Athletic Trainer
Bush, Dianne	Food Service
Janousek, Cathy	Food Service
Oltman, Dixie	Food Service
Walgren, Donna	Food Service
Allen, Dani	Food Service

Wright, Mike	Transportation Supervisor
Backhus, Karyn	Transportation
Dumpert, Nicole	Transportation
Erks, Barb	Transportation
Erks, Ron	Transportation
Gierhan, Brenda	Transportation
Gumaer, Carrie	Transportation
Heine, Kathy	Transportation
Mogee, Bill	Transportation
Richters, Nancy	Transportation/7-12 Study Hall Supervisor
Yamber, Dana	Media/Paraeducator
Black, Heather	Paraeducator
Butzke, Angela	Paraeducator
Choma, Tiffany	Paraeducator
Clonce, Shelbi	Paraeducator
Crawford, Megan	Paraeducator
Diekmann, Donna	Paraeducator
Johnson, Beth	Paraeducator
Kahler, Kathy	Paraeducator
LeDoux, Sarah	Paraeducator
Pavlish, Erin	Paraeducator
Payne, Morgan	Paraeducator
Perkins, Sheena	Paraeducator
Prochaska, Vicki	Paraeducator
Rathjen, Teresa	Paraeducator
Sheehan, Kim	Paraeducator
Steckly, Shannon	Paraeducator
Stuhr, Wendy	Paraeducator

Section 6 School Calendar

Centennial Public School																				
2021-2022 School Calendar																				
August '21							September '21							October '21						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7				1	2	3	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
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29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
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14							20							20						
November '21							December '21							January '22						
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14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
														30	31					
19							15							20						
February '22							March '22							April '22						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
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6	7	8	9	10	11	12	6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	13	14	15	16	17	18	19	10	11	12	13	14	15	16
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27	28						27	28	29	30	31			24	25	26	27	28	29	30
19							18							19						
May '22							June '22							July '22						
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8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
														31						
14																				

<table style="border: none;"> <tr> <td style="width: 15px; height: 15px; background-color: red; margin-right: 5px;"></td> <td>School Closed/ Holidays</td> </tr> <tr> <td style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></td> <td>P-T Conferences</td> </tr> <tr> <td style="width: 15px; height: 15px; background-color: orange; margin-right: 5px;"></td> <td>Start/End of Quarter</td> </tr> <tr> <td style="width: 15px; height: 15px; background-color: cyan; margin-right: 5px;"></td> <td>1:30 Dismissal - PD</td> </tr> </table>		School Closed/ Holidays		P-T Conferences		Start/End of Quarter		1:30 Dismissal - PD	<table style="border: none;"> <tr> <td style="width: 15px; height: 15px; background-color: gray; margin-right: 5px;"></td> <td>Teacher in-Service Day (no school for students)</td> </tr> <tr> <td style="width: 15px; height: 15px; background-color: green; margin-right: 5px;"></td> <td>First and Last Day of School</td> </tr> <tr> <td style="width: 15px; height: 15px; background-color: purple; margin-right: 5px;"></td> <td>Graduation</td> </tr> </table>		Teacher in-Service Day (no school for students)		First and Last Day of School		Graduation
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	First and Last Day of School														
	Graduation														

ARTICLE 1 – MISSION & GOALS

Section 1 School Identity/Mission/Vision Statements

WHO WE ARE...

Communities United for a Brighter Tomorrow

WHAT WE ARE ALL ABOUT...

Empower, Challenge, and Support Every Student, Every Day

WHERE WE ARE HEADED...

We will:

- Engage students in rigorous, relevant and fun learning opportunities that promote academic, physical, social and emotional growth.
- Implement student-centered educational programs that challenge all students to perform at their highest potential.
- Inspire students to be critical thinkers and problem solvers through a variety of methods.
- Support our students when they face challenges and conflicts.
- Build leaders at all grade levels.
- Instill a deep sense of pride in school, community, state and country.
- Build confidence, leadership skills, and workforce skills for all students.
- Provide service opportunities for all students.
- Partner with local businesses and community members to set up real world education, connections and opportunities for all students at all ages.
- Create a positive Culture amongst all employees, families and students.
- Help our students build relationships that last a lifetime.

Section 2 Mutual Respect

The Centennial Public School expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of the student will not be tolerated.

ARTICLE 2 – SCHOOL DAY

Section 1 Daily Schedule

Enter School Building	8:00
Class Warning Tone	8:05
Period 1	8:10 --- 8:56
Period 2	8:59 --- 9:45
Bronco Period	9:48 --- 10:06
Period 3	10:09 --- 10:55
Period 4	10:58 --- 11:44
Junior High Lunch	11:44 --- 12:14
Period 5 (Junior High)	12:17 --- 1:03
Period 5 (High School)	11:47 --- 12:33

Senior High Lunch	12:33 --- 1:03
Period 6	1:06 --- 1:52
Period 7	1:55 --- 2:41
Period 8	2:44 --- 3:30

Section 2 1:30 Dismissal Schedule

Enter School Building	8:00
Class Warning Tone	8:05
Period 1	8:10 --- 8:44
Period 2	8:47 --- 9:21
Period 3	9:24 --- 9:58
Period 4	10:01 --- 10:35
Period 6	10:38 --- 11:12
Period 7	11:15 --- 11:49
Junior High Lunch	11:49 --- 12:19
Period 5 (Junior High)	12:22 --- 12:56
Period 5 (High School)	11:52 --- 12:26
Senior High Lunch	12:26 --- 12:56
Period 8	12:59 --- 1:30

Section 3 2 Hour Late Start Schedule

Enter School Building	10:00
Class Warning Tone	10:05
Period 1	10:10 --- 10:45
Period 2	10:48 --- 11:23
Period 3	11:26 --- 12:01
Junior High Lunch	12:01 --- 12:31
Period 5 (Junior High)	12:34 --- 1:09
Period 5 (High School)	12:04 --- 12:39
Senior High Lunch	12:39 --- 1:09
Period 4	1:12 --- 1:44
Period 6	1:47 --- 2:19
Period 7	2:22 --- 2:54
Period 8	2:57 --- 3:30

Section 4 Severe Weather and School Cancellations

SCHOOL CLOSINGS

Advance notice of school closings will be announced by the following radio and TV stations:

KZKX in Lincoln – 96.9 FM	KLKN TV in Lincoln
KAWL in York – 104.9 FM, 1370 AM	KFAB in Omaha – 1110 AM
KOLN TV in Lincoln	KZEN in Central City – 100.3

In addition, the school alert system will be activated.

After School Starts: Every attempt will be made to avoid closing school once classes are in session. In some instances, closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases, as much advance notice as possible will be given to parents. If school is closed during the day, the notice will be broadcast by the media and the school

alert system will be activated. **Parents should have a plan in place to accommodate these circumstances.**

What Not To Do: Parents should not attempt to come to school during a tornado warning. **School officials are not permitted to release students from the school building during a tornado warning.** Tornado safety procedures are practiced regularly by students and staff members. Also, parents are urged not to call radio and television stations and school buildings during severe weather. Every effort will be made to provide accurate and timely information through the media.

Emergency Conditions: Centennial Public School has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for Emergency Exit system, Tornado Warning System, and Critical Incident Response.

Tornado Drills: Students are to move quietly and promptly to the location noted by the teacher. Follow all directions that are given.

Fire Drills: Sec. 81-52 of Nebraska School Law requires fire drills to be held once a month. When the alarm sounds, all people (employees included) will file out in a quiet and orderly fashion through the prescribed exit to a predetermined location.

ABSOLUTELY NO RUNNING. The proper exit location from all rooms will be shared by each teacher. When the “return to building” announcement is given, students are requested to return quietly to their respective rooms.

Section 5 Entering and Leaving the Building

Beginning of School

Students should not be on school grounds earlier than necessary. **Prior to 8:00 a.m., the school is not responsible for supervision of the students.** The first bell will ring at 8:00 a.m. Students are to stay in the commons area or cafeteria and are not to go to any other part of the building without permission until the first bell.

During the School Day

Students are to remain on campus unless excused in accordance with school policies.

End of School

Our regular school day ends at 3:30 p.m. It is important that students who are involved in after school activities report to the designated area on time. All other students must clear the building as soon as possible. **The school is not responsible for supervision of students once the students are to have left school grounds.**

ARTICLE 3 – USE OF BUILDING & GROUNDS

Section 1 Visitors

Upon entering the main entrance, all visitors must report to the superintendent’s office to sign-in and receive a visitor’s pass. For the safety of our students and staff, visitors who check into our building will need to have a staff member escort them throughout the building to their destination. If dropping off supplies for your child, you will be asked to leave these supplies in the superintendent’s office, and the supplies will be delivered to your child by a staff member. When exiting the building, you will also need to be escorted by a staff member.

Parents are welcome at all times, as long as your visit is not disruptive to the learning environment. Please sign-in/out at the superintendent’s office upon entering/exiting the school. Visitations during the

first week of school and the last week of school will require extraordinary reasons or permission from administration. Please notify the child's teacher IN ADVANCE OF YOUR VISIT to avoid scheduling conflicts. Visits for two hours or less in duration are allowable.

Section 2 Smoke-Free Environment

Centennial declares all of our school buildings to be smoke-free. We would appreciate your help in meeting the goal of smoke, vape, and tobacco-free buildings for our children. When you attend school events, including athletic events, please remember that our buildings are smoke, vape, and tobacco-free, and abide by our District's policy.

Section 3 Care of School Property

Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school.

1. Students who disfigure property, break windows, or do other damage to school property or equipment will be required to pay for the damage done or replace the item.

Fines are determined on books according to the following criteria:

1. **Broken covers** – replacement cost of the textbook
2. **Obscenities (words or pictures) written** – replacement cost of the textbook
3. **Torn pages** – tape if possible; if not possible, \$2.00 per page to cost of the textbook
4. **Torn or damaged cover** - \$5.00
5. **Ink marks (if not erasable)** - \$2.00 per page to cost of the textbook
6. **Water damage** - \$5.00 for minor damage; replacement cost of the textbook for major damage
7. **Defacing cover, edges, etc.** - \$10.00
8. **Lost** – replacement cost of the textbook
9. **Broken binding** - \$10.00
10. **Missing pages** – replacement cost of the textbook

School-issued items that are stolen or damaged from unlocked lockers are the responsibility of the student to whom they were issued. Students must pay all fines before they can receive school publications and final grades.

Section 4 Lockers

Each student will be assigned a locker. Each locker will be provided with a built-in lock for security. Students must use their own lockers and are not to share lockers with other students except as assigned by school officials. We recommend that the locker is locked and remains locked at all times. Students are expected to keep all books, etc., in their assigned locker. **Students are not allowed to take their book bags into classrooms; thus, having a well-organized locker will be essential to getting to class on time with all required materials.** Students are also responsible for the cleanliness inside their locker and the door of their locker. Students may be assessed a fine for damage to lockers.

Section 5 Search of Lockers & Other Types of Searches

Student lockers, desks, computer equipment, and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding usage of or items placed in or on school property, including student vehicles parked on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers, and other such property may be conducted at the discretion of the administration. Additionally, the board of education has authorized the use of sniffer dogs to assist in the process of keeping school grounds free of illegal items such as illegal drugs, over the counter

drugs, alcohol, guns, ammunition, etc. The protocol for the use of sniffer dogs is addressed more specifically in the Centennial School Board Policy Manual.

The following rules shall apply to searches of students and of a student's personal property and to the seizure of items in a student's possession or control:

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or a school rule violation. The search must be conducted in a reasonable manner under the circumstances.
2. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be taken and kept by school officials. Any firearm or other weapon shall be confiscated and delivered to law enforcement officials as soon as practicable.
3. Items which have been or are reasonably expected to be used to disrupt or interfere with the educational process (that is, "nuisance items") may be removed from student possession.

Section 6 Video Surveillance & Photographs

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, and to safeguard District facilities and equipment. Video cameras may be used in locations deemed appropriate by the Superintendent. If a video surveillance recording captures a student or other building user violating school policies or rules or local, state, or federal laws, it may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Unless otherwise authorized by board policy or law, students are prohibited from making audio or video recordings during the school day on school grounds; when being transported to and from school activities or programs in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or by his or her designee; or at a school-sponsored activity or athletic event, unless the recording is made in a manner permitted by the school for members of the public. In such an instance, the students remain subject to the district's appropriate use and student discipline policies. For example, students are not prohibited from making recordings of an athletic event for their personal use similar to a parent or other patron are permitted, subject to other applicable board policy. However, this policy generally prohibits students from using smart-speakers or other devices which actively or passively create or transmit audio or video recordings, including Google Home, Amazon Alexa, Apple HomePod, and AngelSense devices.

An exception will be made to this policy if photographs or video recordings are necessary to accommodate a student's disability or are required by the student's Individualized Education Plan (IEP) or Section 504 Plan.

In no event shall photographs or video recordings be taken or made in restrooms, locker rooms, or other areas where there is a reasonable expectation of privacy. Students who violate this policy may be subject to discipline up to and including expulsion.

Section 7 Use of Telephone

Incoming Calls: The office will attempt to cooperate with parents or guardians in order to deliver messages to students during school hours. Messages will be written and delivered to students. Only in cases of extreme urgency will students be called out of class. Calls for students during school hours are disturbing to normal school routine and should be held to a minimum and for emergency purposes only.

Out-Going Calls: The school telephone is primarily for school business and shall not be used for personal calls. Students finding it necessary to make calls are to come to the office to gain permission to either use the school's phone or gain permission to use their cell phone while in the office. In an emergency, an office phone may be used with permission from office personnel.

Section 8 Bicycles

Bicycles must be parked in the racks provided. All bicycles should be equipped with locks. The school is not responsible for damage or theft of parts while bicycles are on school property.

Section 9 Student Valuables

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 needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary safe-keeping. Even then, the school is not in a position to guarantee that the student's property will not be subject to loss, theft, or damage.

Section 10 Lost & Found

Students who find lost articles are asked to take them to the office, where the articles can be claimed by the owner. If articles are lost at school, report that loss to office personnel.

Section 11 Accidents

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the Principal/Athletic Director.

Section 12 Laboratory Safety Glasses

As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

Section 13 Insurance

Under Nebraska law, the District may not use school funds to provide general student accident or athletic insurance. The District requires that all student participants in athletic programs have injury and accident insurance and encourages all students who are in classes with risk of personal injury or accident to have insurance coverage. The district does not make recommendations, nor handle the premiums or claims for any insurance company, agent, or carrier. Information about student insurance providers will be available in the school office or on school bulletin boards.

Section 14 Bulletins & Announcements

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved by the Principal's office. The person or organization responsible for distributing the posters is responsible to see that all posters are removed within a week after the event.

Section 15 Copyright & Fair Use Policy

The school district complies with federal copyright laws. Students must comply with copyright laws when using school equipment or working on school projects and assignments. Federal law prohibits

the unauthorized reproduction of works of authorship, regardless of the medium in which they were created.

The “fair use” doctrine allows limited reproduction of copyrighted works for educational and research purposes. “Fair use” of a copyrighted work includes reproduction for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research. Students who are unsure whether their proposed reproduction of copyrighted material constitutes “fair use” should consult with their teacher or building principal, review the school district’s copyright compliance policy, and review *Copyright for Students* found at <https://www.whoishostingthis.com/resources/student-copyright/>. You can find more information on copyright compliance requirements and permitted uses from the U.S. Copyright Office and the Library of Congress at the following site: <http://www.loc.gov/teachers/usingprimarysources/copyright.html>.

ARTICLE 4 – ATTENDANCE

Section 1 Attendance Policy

Regular and punctual student attendance is required. The Board's policies require such attendance, the administration is responsible for developing further attendance rules and regulations, and students and parents are responsible for developing behaviors which will result in regular and punctual student attendance.

Section 2 Attendances & Absences

Absences From School - Definitions

An absence from school will be reported as: (a) an excused absence or (b) an unexcused absence.

1. Excused Absences

Absences should be cleared through the Principal's office in advance whenever possible. An absence or tardy, even by parental approval, may not be excused. All absences, except for illness and/or death in the family, require advance approval. An absence for any of the following reasons will be excused, provided the required procedures have been followed:

- (A) Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents),
- (B) Illness which causes a student to be absent from school (**if a doctor’s note is brought with the student upon his/her return to school OR if the school nurse sent the student home**),
- (C) Medical appointments which require student to be absent from school, (**with note from doctor or dentist to verify excuse**)
- (D) Court appearances that are required by a court order and the **student is not responsible for needing to be in court**,
- (E) School sponsored activities which require students to be absent from school,
- (F) Family trips in which student accompanies parent(s)/legal guardian(s),
- (G) Other absences which have received prior approval from the Principal.

The Principal has the discretion to deny approval for the latter two reasons, depending on circumstances such as the student's number of other absences, the student's academic status, the tests or other projects which may be missed, and in the case of a family trip, whether the trip could be taken during non-school time and the educational nature of the trip.

2. Unexcused Absences

An absence which is not excused is unexcused. If a student's absence is unexcused, the student may receive zeros for any class work missed during the absence and may be required to make-up work and the time missed.

A student who engages in unexcused absences may be considered truant as per state law, Neb.Rev.Stat. § 79-201. Truancy is a violation of school rules. The consequence of such action may include suspension from classes, and the student may be required to make up the time missed. Students who leave the school premises without permission during the school day will be considered truant.

3. Mandatory Ages of Attendance

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

Exceptions for Younger Students

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

Exceptions for Older Students

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

Early Withdrawal for Students Enrolled in Accredited or Approved Schools

A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if a signed, written request that demonstrates that the student meets the legal criteria allowing for disenrollment is submitted to the superintendent, an exit interview is conducted, and a withdrawal form is signed.

Exit Interview

The process is initiated by a person who has legal or actual charge or control of the child submitting a withdrawal form. The form is to be as prescribed by the Commissioner of Education. Upon submission of the form, the Superintendent or Superintendent's designee shall set a time and place for an exit interview if the child is enrolled in Centennial Public School or resides in Centennial Public School District and is enrolled in a private, denominational, or parochial school.

The exit interview shall be personally attended by:

- The child, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable;
- the person who has legal or actual charge or control of the child who requested the exit interview;

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

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

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

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

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

Withdrawal Form

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

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

Early Withdrawal for Students Enrolled in an Exempt School (Home Schools)

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

Section 3 Absence Procedures

A student will not be allowed to enter class after an absence until an admit slip, based upon a written parental excuse, is issued by the Principal's office. Work must be made up within the time allowed on

the admit slip. Students missing classes for school activities must submit a completed activities dismissal form to the sponsor before being allowed to leave for the activity.

For excused absences, two school days will be allowed to make up the work for each day missed with a maximum of ten (10) days allowed to make up work. If requested, assignment sheets will be prepared for students who are ill. If parents and/or students request assignment sheets, the school should be contacted by no later than 9:30 a.m.

For unexcused absences, the student will receive a failing mark for or in each class period missed.

Section 4 Make-Up Work

Written make-up work may be assigned for each day missed, regardless of the type of absence. If make-up work is not completed by the due date, students will be required to attend "9th Hour" to complete their work and will receive no credit for the work until it is completed. The time each student is allowed will be determined by mutual agreement between the student and teacher. The student has the responsibility to contact teachers, initially, regarding make-up assignments. Assignment sheets will be sent only for extended absences such as chicken pox, hospitalization, or other prolonged illnesses. No assignment sheets will be sent out until after at least three (3) days of absence. If the parents or students have concerns prior to the three (3) days, they are encouraged to contact the teacher.

Section 5 Attendance is Required to Participate in or Attend School Activities

Students must attend school all day the day of any scheduled school activity in order to participate in or attend the activity. This includes sports contests, practices, and dances. Failure to attend on that day will result in a student being withheld from participation in or attendance at the activity. The principal retains the right to grant participation should exceptional circumstances prevail.

Section 6 Truancy

Reporting and Responding to Truant Behavior

Any administrator, teacher, or member of the Board of Education who knows of any failure on the part of any child age 6 to 18 to attend school regularly without lawful reason shall within three days report such violation to the Superintendent. The Superintendent shall immediately cause an investigation into any such report to be made. The Superintendent shall also investigate any case when, of his or her personal knowledge, or by report or complaint from any resident of the district, the Superintendent believes that any child is unlawfully absent from school. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to remediate the child's truant behavior. Such services shall include, as appropriate, the services listed under the "Excessive Absenteeism" policy.

Excessive Absenteeism

Students who accumulate five (5) absences in a quarter and/or twenty (20) absences in a school year shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis or a per class basis for secondary students. When a student has excessive absences, the following procedures may be implemented:

1. Referral to the Seward County Truancy Prevention Office.
2. One or more meetings may be held between a school attendance officer, school social worker, the school principal or a member of the school administrative staff as designated by the school administration, the parent/guardian, and the student to develop a collaborative plan to improve regular attendance. If the parent/guardian refuses to

- participate in such meeting, the principal shall place in the student's attendance records documentation of such refusal.
3. Educational counseling to determine whether curriculum changes, including but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child.
 4. Referral to the Student Assistance Team and/or an educational evaluation, which may include a psychological evaluation, to assist in determining the specific condition, if any, contributing to the excessive absenteeism problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.
 5. Investigation of the excessive absenteeism problem by the Seward County Truancy Prevention Office to identify conditions which may be contributing to the excessive absenteeism problem. If services for the child and his or her family are determined to be needed, the person performing the investigation shall meet with the parent/guardian and the child to discuss any referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the excessive absenteeism problem.

Reporting Excessive Absenteeism to the County Attorney

- A. **Twenty Excused Absences:** If a student accumulates more than twenty (20) absences per year and all of the absences are due to documented illness that makes attendance impossible or impracticable or are otherwise excused by school authorities, the attendance officer may report such information to the county attorney of the county in which the person having control of the student resides.
- B. **Twenty Unexcused Absences:** If a student accumulates more than twenty (20) absences per year, and any of the absences are not excused, the attendance officer shall file a report with the county attorney of the county in which the person having control of the student resides. The report shall be made on a form which includes the following two statements, one of which must be designated by the school representative signing the report: (a) The school representative requests additional time to work with the student prior to intervention by the county attorney; and (b) the school representative believes that the school has used all reasonable efforts to resolve the student's excessive absenteeism without success and recommends county attorney intervention. If further action is necessary to address the child's attendance, the initial meeting between the parent or guardian of the child, the school, and the county attorney or his or her designee shall be at a location determined by the school.
- C. **Other:** A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.

Reporting Excessive Absenteeism to the Commissioner

- A. The Superintendent or designee shall report on a quarterly basis to the Commissioner of Education as directed by the Commissioner regarding the number of and reason for any long-term suspension, expulsion, or excessive absenteeism of a student; referral of a student to the office of the county attorney for excessive absenteeism; or contacting of law enforcement officials (other than law enforcement officials employed by or contracted with by the District as school resource officers) by the District relative to a student enrolled in the District.

Advisory Procedures.

- A. Advisory letters will be sent to parents or guardians when their child has accrued four (4) and seven (7) absences per class during the semester.
- B. After seven (7) absences, the parent/guardian/student will be notified of potential loss of credits or retention by the principal.

Student's Rights to Due Process

The following procedure will be followed to ensure due process.

A. THE FACULTY COMMITTEE ON ABSENTEEISM

1. Parents/Guardians/Students who wish to appeal the potential loss of credit or retention must make this request within seven (7) days of notification. Requests for appeal must be made in writing on forms supplied by the principal.
2. The Faculty Committee on Absenteeism shall review all absences/tardies and exceptions to the limitation on absences. Chronic and/or extended illness and/or other unusual circumstances will be considered.
3. A determination will be made individually on each case.
4. The Faculty Committee on Absenteeism shall not exercise the right to take credits from a student.
5. The Faculty Committee on Absenteeism shall make its recommendation in writing to the principal.

B. THE PRINCIPAL, PARENT/GUARDIAN, AND STUDENT

1. The principal will render a decision within three (3) days after receiving the committee's recommendation and notify the student/parent/guardian.
2. The request for a hearing may be filed by the student or the student's parents/guardians and presented within seven (7) days following the notification of pending loss of credit.

C. THE SUPERINTENDENT

1. Upon rendering a decision, the principal will forward the decision to the superintendent. If the student is to be denied credit, the superintendent will either support the denial or grant an extension of absences. If the superintendent supports the principal's decision, he/she will notify the student/parent/guardian. The affected party may then request a hearing before the Board of Education. This request must be made within seven (7) days after receiving notification.

D. THE BOARD OF EDUCATION

1. The Board of Education shall serve as the appeal body and may grant or deny an extension of absences after hearing the case.
2. The administration and Board of Education reserve the right to ask for a medical opinion in cases of prolonged or chronic illness.

Attendance Hearings

All attendance hearings will be scheduled for the last two weeks of the semester.

Section 7 Tardiness

Tardy to School: Students will be considered tardy to school if they are not seated in their assigned class or ready and attentive in their assigned area when the bell for their first class rings.

Tardy to Class: Students will be considered tardy to class if they are not in their classroom when the tardy bell rings, unless they have a pass from the teacher who detained them. Specific tardy guidelines once students are in the classroom doorway are at the discretion of the classroom teacher. Students have a sufficient time period between all class changes to make it to their next assigned class on time.

Excessive Tardiness: Students are allowed 3 tardies per academic quarter without consequence. Upon the 4th tardy and each additional tardy, the student will be issued a detention. See **Detention Policy** in **Article 8** for additional information regarding detentions.

Section 8 Arriving and Leaving School

Students that arrive at school after school is in session for the day must check in at the office prior to going to class.

Students who leave school for any reason during the school day must check out at the office before leaving. Students leaving school must be cleared in advance by a note or phone call from the student's parent or legal guardian. Students who leave without permission will be considered truant.

Check-Out Procedures

The procedure for checking out at the end of the school year is as follows:

1. Obtain a check-out form from first period instructor.
2. Return all school books, library books, school-owned material, and pay all bills and fines.
3. Teachers, coaches, sponsors, counselor, and librarian must sign each check-out form for clearance.
4. Check-out forms will be checked and collected before year-end dismissal.

Withdrawal Procedures

The procedure for withdrawal is as follows:

1. Authorization for withdrawal must be made in writing or in person by the parent or guardian.
2. Obtain appropriate forms from the principal's office.
3. Return all books and school owned equipment, and pay all fines and bills.
4. Take completed forms to the principal's office for final clearance.

ARTICLE 5 – SCHOLASTIC ACHIEVEMENT

Section 1 Grading System

Centennial will use the letter grading system as follows:

A	93 - 100	Excellent
B	86 - 92	Above Average
C	78 - 85	Average
D	70 - 77	Below Average
F	Below 70	Failing
I		Incomplete, failure unless removed

Each teacher should define for students the grading procedures to be used in their classes.

Section 2 Graduation Requirements

The Centennial Board of Education believes the many benefits of a high school education cannot be fully realized in less than four years. Further, it views the entire senior year as an important period during which the student should be able to enjoy many experiences providing academic growth and enrichment, exploration of new areas, and social growth and maturity.

All students (grades 9-12) are required to register for and complete a minimum of 60 hours of credit each year. Exception: (Students enrolled in vocal music may register for 56 hours of credit.) All seniors are required to successfully complete a minimum of 45 hours of credit in their fourth year of high school.

<u>Required Credit Hours</u>		<u>Credits</u>
ENGLISH - 40 CREDIT HOURS		
Grade 9	English 9	10
Grade 10	English 10	10
Grade 11	English 11, Advanced English	10
Grade 12	<u>Choices:</u> English 12, Advanced English, Applied English 12	10
MATHEMATICS - 30 CREDIT HOURS		
Grade 9	Algebra A, Algebra I, Algebra II	10
Grade 10	Algebra B, Algebra I, Algebra II, Geometry, Applied Math	10
Grade 11-12	<u>Choices:</u> Algebra II, Geometry, Applied Math, Consumer Math, Trig/Pre-Calculus, College Prep Math, College Algebra, Calculus	10
SCIENCE - 30 CREDIT HOURS		
Grade 9	Physical Science	10
Grade 10	General Biology	10
Grade 11	Chemistry I/II, Standards Science, Anatomy	10
Grade 12	<u>Choices:</u> Physics, Anatomy, Chemistry I/II, Advanced Biology	10
SOCIAL STUDIES - 30 CREDIT HOURS		
Grade 9	World History	10
Grade 10	American History	10
Grade 11-12	Government	10
BUSINESS - 10 CREDIT HOURS		
Grade 11-12	Economics	5
Grade 11-12	Personal Finance	5
PHYSICAL EDUCATION - 10 CREDIT HOURS		
Grade 9	P.E/Health	10
COMPUTER TECHNOLOGY - 5 CREDIT HOURS		
Grade 9-12	Information Technology I	5
SPEECH - 5 CREDIT HOURS		
Grade 10-12	Speech	5

ALL OF THE ABOVE CLASSES MERIT FIVE (5) CREDIT HOURS PER SEMESTER

TOTAL REQUIRED CREDIT HOURS - 160

TOTAL ELECTIVE CREDIT HOURS - +80

TOTAL CREDIT HOURS FOR GRADUATION - 240

COMMUNITY SERVICE REQUIREMENT - 60 HOURS (15 hours/school year)

Community Service Hours **MUST BE PRE-APPROVED** by the principal or guidance counselor.

In an effort to help students keep pace over their 4 years of high school, students will not be able to participate in the Homecoming dance, Prom, or Class Competition Day Out-of-School if they have not met the following:

- Freshman (must have 5 hours completed & turned in by Prom/Day Out of School)
- Sophomores (must have 15 hours completed & turned in by Homecoming and 20 hours completed & turned in by Prom/Day Out of School)
- Juniors (must have 30 hours completed & turned in by Homecoming and 35 hours completed & turned in by Prom/Day Out of School)
- Seniors (must have 45 hours completed & turned in by Homecoming and 50 hours completed & turned in by Prom/Day Out of School)

DRIVER EDUCATION

Students successfully completing driver education at Centennial will receive three (3) credit hours. Driver education grades do not count toward student grade point averages.

Section 3 College and Dual Credit Courses

Centennial offers a variety of options for students wanting to earn Centennial and college credit simultaneously (dual credit) and/or college credit while in high school. As a general rule, students must pay all costs associated with such post-secondary courses. Students and/or parents should talk to the guidance counselor to inquire about options available to Centennial students. Grades and credits for the aforementioned college and dual credit courses will be handled as follows:

Dual Credit Classes Taught by a Centennial Teacher or Through a Centennial Cooperative

(EX - Calculus, Advanced Algebra, Agronomy Academy) :

Students will be graded on the Centennial Grading System listed earlier in this section and the semester 1 and semester 2 grades will be factored into the student's Grade Point Average (GPA). The credit hours earned in dual credit courses counts towards the 240 hours needed to graduate from Centennial.

Dual Credit Classes Taught by a Non-Centennial Teacher

(EX - Any SENCAP {Southeast Nebraska Career Academy Partnership} courses):

Students will be graded on whatever grading system is shared by the teacher at the beginning of the course and will be on the student's transcript as either PASS or FAIL for semester 1 and semester 2. Pass/Fail courses are not factored into the student's GPA. Despite the GPA not being affected, the credit hours earned count towards the 240 hours needed to graduate from Centennial.

College Courses

(EX - Any college classes that students work on independently while in high school):

Students will be graded on the respective grading system that the college and/or professor shares at the beginning of the course. College coursework is not listed on a student's Centennial transcript. It will be the student's responsibility to get transcripts for their college coursework to the post-secondary school that they attend after graduation from Centennial. College coursework does not count towards the 240 hours needed to graduate from Centennial.

Section 4 Class Competition

Centennial High School classes will be involved in some friendly competition throughout the school year. Grades 9-12 will be judged on the following:

1. Highest quarterly grade point average
2. Quarterly attendance
3. Quarterly tardies
4. Parent/guardian attendance at parent/teacher conference
5. Bronco Week Activities
6. Other activities deemed necessary by principal.

Scoring

- 1st place . . . 20 points
- 2nd place . . . 15 points
- 3rd place . . . 10 points
- 4th place . . . 5 points

As a reward for winning the class competition, the winning class will be excused from school for one day. **In the situation that there is a tie between two classes, PBIS Rewards points will be used to break the tie.**

Section 5 Schedule Changes

Students needing schedule changes should notify the Principal and/or counselor. Schedule changes must be initiated by the teachers involved, the Principal or counselor, and the student's parent. Final approval of all schedule changes will be made by the Principal only.

Section 6 Commencement

No student shall receive a diploma for graduation unless he/she has previously met the requirements for graduation prior to the graduation ceremony. Students who have not met the requirements for graduation at the time of commencement may not participate in the ceremony unless the principal rules otherwise. Commencement is considered an extra-curricular activity and students that are in violation of the Centennial Extra-Curricular Activity Code of Conduct may not be allowed to participate.

As seniors near graduation, all are reminded that participation in the Commencement Exercise is dependent upon successfully meeting all academic and non-academic requirements in a timely manner. Centennial does not award certificates of attendance to non-graduates. School officials will not accept excuses, i.e. "I sent my senior announcements to my family and friends," for granting participation in this exercise. It is the student's responsibility to check on grade status and related issues prior to sending out announcements.

Section 7 Promotion/Retention

Students in grades 7 & 8 need to average a 70% in their four core classes (English, Math, Science, & Social Studies) in order to advance to the next grade level. Students who do not meet the 70% guideline will be considered on a case by case basis, and a meeting with the parties involved will be scheduled to discuss promotion/retention and the possibility of attending summer school. If possible, this will include the student, parents/guardians, teachers, guidance counselor, and principal. Areas

given consideration will be grades, test scores, and maturity. Parent cooperation is desired but if a unanimous decision cannot be reached, the final decision will be made by the secondary principal.

Students in grades 10-11-12 will maintain grade classification by the total number of hours earned; 60 hours for Sophomores, 120 hours for Juniors, and 180 hours for Seniors. A student must earn the necessary hours for graduation set by the Centennial Public School Board of Education. Requirements are 160 hours of required subjects and 80 hours of elective subjects for a total of 240 hours.

Section 8 Mandatory Lunch Study Hall

The office will run a "Downlist" every Monday (or first day of the week that school is in session) at 9AM. Students who are failing two or more classes OR who have been failing one class for 3 or more consecutive weeks will be listed as "Down." Students on the downlist for the week will be required to attend a lunch study hall on Tuesday and Thursday during their lunch time. Junior high study hall will begin at 11:47AM, and high school study hall will begin at 12:36PM. Students who are late will be considered tardy. Students who attempt to skip will be dealt with as if they were attempting to skip a regularly scheduled class. Students may bring a sack lunch from home or may purchase a lunch from the school to eat while they are working on their studies. Lunch study hall will be supervised by teachers who will be able to assist students if needed. Students who are down should take advantage of this study time and do their best to raise their grades to a passing level.

Section 9 9th Period Academic Assistance

Students may use 9th period (3:35-4:00PM) to complete late or missing work. Teachers will assign a 9th period to students that have missing work or do not meet deadlines for makeup work from excused or unexcused absences.

Section 10 Progress Reports

Various supplemental reports may be sent to parents throughout the school year concerning student's performance. These reports may describe student work of an exceptional nature or work which needs improving. These reports will be sent as the teacher determines.

Section 11 Report Cards

Report cards are issued at the end of each quarter (or nine-week sessions). Letter grades are used to designate a student's progress. Incompletes shall be designated by an "I".

Section 12 Parent-Teacher Conferences

Parent-teacher conferences will be held this year during the 1st quarter and 3rd quarter. Refer to the school calendar for the schedule. Conferences with teachers, at any other time, are possible by contacting the teacher directly or calling the school office and making arrangements with one or more teachers as needed

Section 13 Honor Roll

The purpose of the honor roll is to recognize those students who demonstrate academic excellence. Honor rolls will be determined for 1st, 2nd, 3rd, and 4th quarters. Students will be recognized accordingly.

Section 14 Scholarship and Honor Roll Awards

Students maintaining a 3.5 or a 3.0 average over a defined period of three (3) consecutive semesters during grades 10-12 of their high school career shall be awarded medals for scholarship at Honors Night. After students have accumulated their first three (3) consecutive semesters and have won their

first award, the first two (2) semesters of these three (3) will be dropped from the records, and the students must again accumulate another three (3) consecutive semester 3.5 or 3.0 average before winning a second award. This procedure will continue throughout their high school career and, if the stated average is maintained all four (4) years of high school, the student would be able to win a total of three (3) awards. Those students whose averages fall within the stated categories must be carrying 25 hours per semester. Assistantships are not considered a class.

A gold medal shall be awarded to those students who maintain a 3.5 or above average, and the medal shall read Honor Student/Scholarship.

A silver medal shall be awarded to those students who maintain a 3.0 to 3.5 average, and the medal shall read Honorable Mention/Scholarship.

Seventh, Eighth, and Ninth grade students who maintain a three (3) consecutive quarter average of 3.5 or 3.0 will be awarded certificates at Honors' Night. For those students with a 3.5 average or above, the certificates shall read Honor Student. For those students with a 3.0 to 3.5 average, the certificates shall read Honorable Mention.

The point system used to figure the averages will be as follows:

A = 4 points B = 3 points C = 2 points

Any student receiving a D or F will not be considered for Scholarship or Honor Roll awards.

An example of how this might work: A student carrying 25 hours and earning three (3) A's, one (1) B, and one (1) C would have a total of 17 points. This 17 divided by the five (5) classes he or she is carrying would give him or her a 3.4 average.

Honor roll and Honorable Mention for quarter and semester honor rolls will be awarded on the same grade point averages as the scholarship awards.

Section 15 President's Education Award

The President's Education Award program is designed to recognize those students at the exit grades of 8 and 12 in our school who have maintained a B (3.3) or above grade average and have scored at or above the 80th percentile on a standardized test during their junior high and high school careers.

Section 16 National Honor Society

The National Honor Society chapter of Centennial Public School is a duly chartered and affiliated chapter of this prestigious national organization.

Selection Guidelines

The faculty council will use the following guidelines in their consideration of candidates for membership in the National Honor Society:

1. Leadership – The student who exercises leadership:
 - Is resourceful in applying principles and making suggestions
 - Demonstrates initiative in promoting school activities
 - Exercises influence on peers in upholding school ideals
 - Contributes ideas that improve the civic life of the school
 - Is able to delegate responsibilities

- Exemplifies positive attitudes
 - Inspires positive behavior in others
 - Demonstrates academic initiative
 - Successfully holds school offices or positions of responsibility, conducts business effectively and efficiently, and without prodding, demonstrates reliability and dependability
 - Is a forerunner in the classroom, at work, and in school or community activities
 - Is thoroughly dependable in any responsibility accepted
2. Service – The student who serves:
- Is willing to uphold scholarship and maintain a loyal school attitude
 - Participates in some outside activity: Scouts, church groups, volunteer services for the aged, poor, disadvantaged; family duties
 - Volunteers dependable and well-organized assistance, is gladly available, and is willing to sacrifice to offer assistance
 - Works well with others and is willing to take on difficult or inconspicuous responsibilities
 - Cheerfully and enthusiastically renders any requested service to the school
 - Is willing to represent the class or school in inter-class and interscholastic competition
 - Does committee work efficiently and without complaint
 - Shows courtesy by assisting visitors, teachers, and students
3. Character—The student of character:
- Takes criticism willingly and accepts recommendations graciously
 - Consistently exemplifies desirable qualities of behavior (cheerfulness, friendliness, poise, stability)
 - Upholds principles of morality and ethics
 - Cooperates by complying with school regulations concerning property, programs, office, halls, etc.
 - Has powers of concentration and sustained attention as shown by perseverance and application to studies
 - Manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and showing unwillingness to profit by the mistakes of others
 - Actively helps rid the school of bad influences or environment

Removal from National Honor Society

A student may be removed from the NHS by action of the principal upon a determination by the principal that the student:

1. **Prior Conduct.** Engaged in conduct prior to induction which was not known at the time of induction and which, if known, would have caused denial of induction;
2. **Post-Induction Conduct.** Engaged in conduct after induction which is grounds for a student to be long-term suspended or expelled from school under the student code of conduct contained in this handbook, which is grounds for suspension or removal from

any extracurricular activity of the school, or which would cause denial of induction if such conduct had taken place prior to the time of induction.

The student may appeal the principal's decision to the superintendent by giving written notice of appeal to the superintendent within ten calendar days of receipt of the principal's removal decision. The appeal procedures shall be established at the discretion of the superintendent such as to allow a fair opportunity for the student's views and information to be considered. The decision of the superintendent on the appeal shall be final.

Section 17 Act Exam

Students taking the ACT Exam will be prompted to complete a short, optional questionnaire addressing a number of topics. If you wish to review this questionnaire prior to the administration of the exam, please submit a written request to the superintendent.

Section 18 Academic Integrity

A. Policy Statement

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

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

B. Definitions

The following definitions provide a guide to the standards of academic integrity:

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

Cheating includes, but is not limited to:

(a) Tests

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

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

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

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

while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.

(4) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.

(5) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.

(b) Papers (includes papers, essays, lab projects, and other similar academic work):

(1) Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.

(2) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.

(3) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.

(4) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.

(5) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.

(c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.

2. "Plagiarism" means to take and present as one's own material a portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works.

Plagiarism includes but is not limited to:

(1) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.

(2) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.

3. "Contributing" to academic integrity violations means to participate or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at test answers, to copy papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

C. Sanctions

The following sanctions will occur for academic integrity offenses:

1. Academic Sanction. The instructor will refuse to accept the student's work in which the cheating or plagiarism took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work. Credit for the class may be withheld pending successful completion of the replacement test or project.
2. Report to Parents and Administration. The instructor will notify the principal of the offense and the instructor or principal will notify the student's parents or guardian.
3. Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in a serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

Section 19 Academic Probation

Students that do not pass their courses or demonstrate adequate progress towards their diploma will be considered for Academic Probation on a case by case basis. If placed on Academic Probation, students are unable to participate in or attend any extracurricular events outside of the school day. Additional supports may be enacted on a case-by-case basis as well in order to help the student be more successful. Academic Probation will be reevaluated at the end of each quarter.

ARTICLE 6 – SUPPORT SERVICES

Section 1 Special Education Identification and Placement Procedures

What Does Special Education Mean?

Special education means educational experiences, curriculum and services, including transportation, through the use of staff, facilities, equipment and classrooms which have been adapted to provide special instruction for students with disabilities. In addition, special education provides the support services necessary for evaluation, placement, and instruction for students with disabilities. These services are free to parents, unless they elect to place their child in a program other than one approved by the school district.

How are Students With Disabilities Identified?

The first step is for parents to provide written permission to have their child evaluated. The request for permission will include a description of the action to be taken and a description of each evaluation procedure. Written statements showing the results of the evaluation and the reasons for placement in a special education program must be kept on file. Within 30 days after a student has been verified as having a disability, a conference will be held with parents. Advance notice will be given. At the conference, an Individual Education Program (IEP) will be developed.

Students Who May Benefit

A student verified as having autism, behavior disorder, hearing impairment, mental handicap, orthopedic impairment, other health impairment, specific learning disability, speech language impairment, traumatic brain injury, or visual handicap may be placed in regular education with support services or may benefit from a special education classroom or service.

Independent Evaluation

If a parent disagrees with an evaluation completed by the school district, the parent has a right to request an independent educational evaluation at public expense. Parents should direct inquiries to school officials to determine if the school district will arrange for further evaluation at public expense. If school district officials feel the original evaluation was appropriate and the parents disagree, a due process hearing may be initiated. If it is determined that the original evaluation was appropriate, parents still have the right to an independent educational evaluation at their own expense.

Reevaluation

Students identified for special education will be reevaluated at least every three years by the IEP team. The IEP team will review existing evaluation data on the student and will identify what additional data, if any, are needed. The school district shall obtain parental consent prior to conducting any reevaluation of a student with a disability.

Individual Education Program (IEP)

Each student with a disability must have a written IEP prepared by the staff in cooperation with parents specifying programs and services which will be provided by the schools. If necessary, the district will arrange for interpreters or other assistants to help parents in preparing and understanding the IEP. Once in place, the program is reviewed on a regular basis with the parent.

An IEP is developed in a conference setting. Parents will be notified of the persons who will be in attendance. The IEP conference shall include at least the following:

1. A representative of the school district;
2. An individual who can interpret the instructional implications of evaluation results;
3. One or both parents;
4. The child (when appropriate);
5. At least one regular education teacher if the child is or may be participating in the regular education environment;
6. At least one special education teacher;
7. A representative of the nonpublic school if the child is attending a nonpublic school;
8. A representative of a service agency if the child is receiving services from an approved service agency; and
9. Other individuals, at the discretion of the parent or school district.

It is permissible for parents to bring other persons to the IEP meeting, but it is a good idea to inform the school before the scheduled meeting. The school district will provide parents with a copy of the IEP.

Special Education Placement

The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). The school district must assure that students with disabilities are educated to the maximum extent possible with students who do not have disabilities. Students are entitled to have supplementary aids and services to help them in a regular educational setting. Students with disabilities may be placed in special classes, separate schools, or other situations outside the regular educational environment when the nature of the child's needs require specialized educational techniques which are not available in current settings. Determination of a student's educational placement will be made by a team of persons who knows the student and who understands the tests and procedures that assess the student's learning abilities. Team members know the available programs and services which might help the student. Parents are asked for written consent to determine whether they approve of the educational placement recommended for their child. If the parent does not speak English or is hearing impaired, an interpreter may be requested. Written notice shall be given to parents a reasonable time before the school district: 1. Proposes to initiate or change the identification, evaluation, verification, or educational placement of a child or the provision of a free appropriate public education; or 2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

Alternative Programs

Parents have a right to know about available private and public programs, other than those offered by the schools. The school district staff will provide information about those programs on request. If parents place the student in one of those programs, however, the school district is not required to pay for the student's education.

Transportation of Students Receiving Special Education

The district special education staff will make arrangements for transportation for eligible students to the extent such is required by the student's IEP. Students assigned to special education programs requiring attendance at schools outside their regular attendance area will be transported. Special conditions may warrant that special education students receive transportation to their assigned schools. If parents are dissatisfied with a transportation decision, they may contact the superintendent for a review.

Access to Student Records

Parents have the right to inspect and review any education records relating to their child which are collected, maintained, or used by the school district in providing educational services.

Nonpublic School Students

Students in state-approved nonpublic schools may participate in special education programs in the same manner as public school students.

Parental Review of Programs

Parents who want to review their child's placement for any reason should request an IEP team meeting. If parents are not satisfied with the results of the conference, they may appeal to the Nebraska Department of Education for a formal hearing to be conducted by a state hearing officer. Parents dissatisfied by the findings and decisions made in a state level hearing have the right to bring civil action.

Plans and Budget

With the exception of personally identifiable student records, district special education plans and budgets are available for public inspection.

This is a summary of the Centennial Public School district plan for special education students. Anyone interested in obtaining a copy of the complete district policy or a copy of the Nebraska Department of Education Rule 51 (complaint procedures) or Rule 55 (appeal procedures) may contact the superintendent at the Centennial Public School Superintendent's Office.

Section 2 Guidance Services

The Centennial Public School employs a guidance counselor for the purpose of assisting with the District's testing program, to assist with scheduling classes, to assist with college/career planning and for students to discuss problems and resolve conflicts. If students wish to see a counselor, they are encouraged to stop by the counselor's office and make arrangements for an appointment.

Section 3 Health Services

School Nurse

Centennial Public School employs a full-time school nurse. All students who become ill during the school day must visit the nurse's office. If she determines the illness warrants going home, she will initiate such proceedings.

Student Illnesses

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home include: temperature greater than 100°F., vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves. **Students with a fever of 100°F or greater need to have a temperature of less than 100°F for at least 24 hours without the aid of fever reducing medication prior to returning to school.**

Parents are encouraged to include emergency daytime phone numbers on each child's enrollment card so parents can be reached if their child becomes ill or injured while at school. Parents should also inform the school health office staff of health related information they feel is important for their student's success in the classroom and/or safety at school.

Communicable Diseases

Any student who has contracted a contagious disease may be restricted from attendance at school until the student is no longer contagious. The school district uses the Title 173- Nebraska Health and Human Services/Control of Communicable Disease, Chapter 3 of the Nebraska Administrative Code as a "best practice" guideline for contagious and infectious diseases. If there are questions regarding the communicability of your child's health condition or if you know your child has contracted a contagious or communicable disease or condition not otherwise specified in board policy or this handbook, please call the school nurse.

Guidelines for Administering Medication

Whenever possible, parents should arrange medication schedules to eliminate the need for giving medication during school hours. When it is necessary for school personnel to administer medication to students, the school district will comply with the Nebraska Medication Aide Act, the requirements of Title 92, Nebraska Administrative Code, Chapter 59, (promulgated by the Nebraska Department of Education and entitled *Methods of Competency Assessment of School Staff Who Administer Medication*), and all state and federal regulations. Parents and guardians who wish to have their child receive medication from school personnel must comply with the following procedures:

Prescription medication

(1) Parents/guardians must provide a physician's written authorization for the administration of the medication. (2) Parents/guardians must provide their own written permission for the administration of the medication. (3) The medication must be brought to school in the prescription container and must be properly labeled with the student's name, the physician's name, and directions for administering the medication.

Non-prescription medication

(1) Parents/guardians must provide written permission for the administration of the medication. (2) The medication must be brought to the school in the manufacturer's container. (3) The container must be labeled with the child's name and with directions for provision or administration of the medication

The district reserves the right to review and decline requests to administer or provide medications that are not consistent with standard pharmacological references, are prescribed in doses that exceed those recommended in standard pharmacological references, or that could be taken in a manner that would eliminate the need for giving them during school hours. The district may request parental authorization to consult with the student's physician regarding any medication prescribed by such physician.

Self-Management of Diabetes or Asthma/Anaphylaxis

Subject to school policy, the school district will work with the parent or guardian in consultation with appropriate medical professionals to develop a medical management plan for a student with diabetes, asthma, or anaphylaxis. Parents desiring to develop such a plan should contact the school nurse.

Essential Oils

Use/application in school: No staff member, including the school nurse, will be allowed to administer or diffuse homeopathic remedies such as essential oils, creams, or lotions containing essential oils. Parents may administer these remedies to their own children, unless the scent from these remedies triggers adverse reaction to other students or staff in school.

Rationale:

1. Not FDA regulated;
2. Known to trigger asthma attacks in asthmatics;
3. Know to trigger allergic reactions in some;
4. Chemical sensitivities – headaches, nausea, dizziness, rashes, respiratory difficulty (including asthmatic episodes), and cognitive dysfunction. The more immune-compromised a person is, the more likely they are to have these sensitivities;
5. Seizures – those who are prone to seizures may be adversely affected.

School Health Screening

Children in Preschool and Kindergarten through fourth grade, as well as children in seventh and tenth grades, are screened for vision, hearing, dental defects, height, and weight. Scoliosis screening is not required by the state and will not be done unless a request is made by the parent/guardian. Students entering the Student Assistance Process at any grade level, and those about whom health concerns are identified to the school nurse, may also be screened. Parents who do not wish their child to participate in the school screening program must communicate this in writing to the school health office at the start of the school year. Because Nebraska statutes require school-age screening, parents who remove their child from the screening program must submit findings from an alternate medical provider to the school by December 1.

Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six months prior to entrance into kindergarten and, in the case of transfer from out of state, to any other grade. A physical examination is also required prior to entrance into the seventh grade. The physical examination is to be completed by a physician, a physician's assistant, or an advanced practice registered nurse; the visual evaluation is to be completed by any of the forgoing or an optometrist. A parent or guardian who objects to the physical examination and/or visual evaluation may submit a written statement of refusal for his or her child. Waiver forms are available in the school health office. Additional physical examination requirements exist for students participating in athletic participation.

Immunizations

Students must show proof of immunization. A student who does not comply with the immunization requirements will not be permitted to continue in school. Students with medical conditions or sincerely held religious beliefs which do not allow immunizations must complete a waiver statement or affidavit. Forms are available in school health offices. Unimmunized students may be excluded from school in the event of a disease outbreak.

Summary of the School Immunization Rules and Regulations for the 2021-2022 School Year

Student Age Group	Required Vaccines
Ages 2 through 5 years enrolled in a school based program not licensed as a child care provider	<p>4 doses of DTaP, DTP, or DT vaccine</p> <p>3 doses of Polio vaccine</p> <p>3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age</p> <p>3 doses of pediatric Hepatitis B vaccine</p> <p>1 dose of MMR or MMRV given on or after 12 months of age</p> <p>1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted.</p> <p>4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age</p>
Students entering school (Kindergarten or 1 st Grade depending on the school district's entering grade)	<p>3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday</p> <p>3 doses of Polio vaccine</p> <p>3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age</p> <p>2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month</p> <p>2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.</p>
Students entering 7 th grade	<p>Must be current with the above vaccinations</p> <p>AND receive</p> <p>1 dose of Tdap (contain Pertussis booster)</p>
Students transferring from outside the state at any grade	Must be immunized appropriately according to the grade entered.

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services. For additional information, call 402-471-6423.

The School Rules & Regulations are available on the internet:

<http://dhhs.ne.gov/Immunization/School-Summary-RR-English.pdf> (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011) **Updated 01/26/2018**

Birth Certificate Requirements

State law requires that a certified copy of a student's birth certificate be provided within 30 days of enrollment of a student in school for the first time. A certified copy may be obtained from the Bureau of Vital Statistics in the state in which the child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, P.O. Box 95065, Lincoln, NE 68509-5065. There is a fee per certificate.

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal of the state of Nebraska on it and is signed by the director of vital statistics.

If a birth certificate is unavailable, other reliable proof of a student's identity may be used. These documents could include naturalization or immigration documents showing date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Guidelines for Head Lice

Students found to have head lice, louse eggs, or nits will not be permitted at school and will be sent home. Upon discovering the presence of any indication of lice, louse eggs, or nits, the student's parent(s) or guardian(s) will be notified, and if appropriate will be asked to pick up the student from school immediately. Students will not be permitted to return to school until the district finds that no live lice, eggs, or nits can be detected. The parent(s) or guardian(s) will be required to treat the student and accompany the student to school to be examined. **The student cannot ride the school bus until the district has cleared the student to return to school.**

Pregnant or Parenting Students

Students who are pregnant or parenting are encouraged to continue participating in the district's educational and extracurricular programs. In order to accommodate lactating and breastfeeding students, the district will provide reasonable opportunities to express breast milk or breastfeed in a place, other than a bathroom, which is shielded from view and free from intrusion from district students, employees, and the public. The District's policy regarding pregnant or parenting students is fully outlined in the Centennial School Board Policy Manual.

Guidelines for Seizures

The following guidelines are in place in order to consistently deal with student seizures and to involve parents as partners with the school's efforts.

1. **1st Time Seizure:** Emergency medical personnel will be notified and the student will be transported to the emergency room. Parents will be notified immediately as well. A Seizure Plan provided by the family's medical provider will be put into place for the student.
2. **Any Additional Seizures:** The school will follow the student's Seizure Plan that was provided by the family's medical provider.

Section 4 Transportation Services

Transportation to and from school is provided to students in accordance with law and Board policy. Students may also be provided transportation on field trips and when participating in school activities. Students are expected to follow the behavioral expectations for riding school buses which are listed in **Article 8** under **Student Conduct Expectations**.

ARTICLE 7 – DRUGS, ALCOHOL, & TOBACCO

Section 1 Drug-Free Schools

The District implements regulations and practices which will ensure compliance with the Federal Drug-Free Schools and Communities Act and all regulations and rules promulgated pursuant thereto. The District's safe and drug-free schools program is established in accordance with principles of effectiveness as required by law to respond to such harmful effects.

Section 2 Education and Prevention

This District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs, which will include in the curriculum the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades of this School District. Further, this District will have proper in-service orientation and training for all employed staff.

Drug and Alcohol Use and Prevention

By this handbook, each student of the District is hereby provided a copy of the standards of conduct for student behavior in the District which prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities.

Drug and Alcohol Education and Prevention Program of the District Pursuant to the Safe and Drug-Free Schools and Communities Laws and Regulations

All students are provided age appropriate, developmentally based drug and alcohol education and prevention program for all students of the schools. It shall be the policy of the District to require instruction at such grade level concerning the adverse effects resulting from the use of illicit drugs and alcohol. Such instruction shall be designed by affected classroom teachers or as otherwise directed by the Board to be appropriate to the age of the student exposed to such instruction. One of the primary objectives shall be the prevention of illicit drug and alcohol use by students. It shall further be the policy of the District to encourage the use of outside resource personnel such as law enforcement officers, medical personnel, and experts on the subject of drug and alcohol abuse, so that its economic, social, educational, and physiological consequences may be made known to the students of the District.

It shall further be the policy of the District, through the instruction earlier herein referred to, as well as by information and consistent enforcement of the Board's policy pertaining to student conduct as it relates to the use of illicit drugs and the unlawful possession and use of alcohol, that drug and alcohol abuse is wrong and is harmful both to the student and the District, as well as its educational programs.

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs

All students shall be provided information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs within sixty miles of the administrative offices of the District or, where no such services are found, within the State of Nebraska. Information concerning such resources shall be presented to all of the students of the District upon request by the Guidance Counselor.

In the event of disciplinary proceedings against any student for any District policy pertaining to the prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol, appropriate school personnel shall confer with any such student and his or her parents or guardian concerning available drug and alcohol counseling, rehabilitation, and re-entry programs that appropriate school personnel shall consider to be of benefit to any such student and his or her parent or parents or guardian.

Section 3 Standards of Student Conduct Pertaining to Drugs, Alcohol and Tobacco

(In addition to standards of student conduct elsewhere adopted by Board policy or administrative regulation to absolutely prohibit the unlawful possession, use, or distribution of illicit drugs or alcohol on school premises or as a part of any of the school's activities.) This shall include such unlawful possession, use, or distribution of illicit drugs and alcohol by any student of the District during regular school hours or after school hours at school sponsored activities on school premises, and at school sponsored activities off school premises.

Conduct prohibited at places and activities as hereinabove described shall include, but not be limited to, the following:

1. Possession of any controlled substance, possession of which is prohibited by law.
2. Possession of any prescription drug in an unlawful fashion.
3. Possession of alcohol on school premises or as a part of any of the school's activities.
4. Use of any illicit drug.
5. Distribution of any illicit drug.
6. Use of any drug in an unlawful fashion.
7. Distribution of any drug or controlled substance when such distribution is unlawful.
8. The possession, use, or distribution of alcohol.
9. The use or possession of any tobacco product, **including the use of vapor products**, or any other such look-alike product.

It shall further be the policy of the district that violation of any of the above prohibited acts will result in disciplinary sanction being taken within the bounds of applicable law, up to and including short term suspension, long term suspension, expulsion, and referral to appropriate authorities for criminal prosecution.

Drugs and Alcohol Prohibited - Standards of Conduct for Students and Employed Staff

The manufacture, possession, selling, dispensing, use or being under the influence of alcohol or any alcoholic beverage or alcoholic liquor on school grounds, or during an educational function, or event off school grounds, or off school grounds if there is a substantial interference with school purposes, is prohibited.

The possession, selling, dispensing, use or being under the influence of any controlled substance or drug, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant on school grounds, or during the educational function or event off school grounds, or off school grounds if there is a substantial interference with school purposes, is prohibited.

The possession, selling, dispensing, use or being under the influence of any abusable glue or aerosol paint or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes on school grounds or during and educational function, or event off school grounds, is prohibited.

The possession, selling, dispensing or use of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes on school grounds or during an educational function, or event off school grounds, is prohibited.

Any prescription or non-prescription drug, medicine, vitamin or other chemical may not be taken unless authorized as stated in the next section on AUTHORIZED USE.

Authorized Use

Any student whose parent or guardian requests that he or she be given any prescription or non-prescription medicine, drug, or vitamin shall provide signed permission by parent or physician.

Disciplinary Sanctions

1. Violation of this policy may result in suspension or expulsion. Prohibited substances will be confiscated and could be turned over to law enforcement authorities. The student may be referred for counseling or treatment. Parents or legal guardian will be notified.
2. If the student is observed to be violating this policy, the student will be escorted to the Principal/Superintendent's office immediately, or if not feasible, the Principal/ Superintendent will be notified. The student's parents or legal guardian will be requested to pick up the student. If it appears there is imminent danger to other students, school personnel, or students involved, the Principal/Superintendent, or such other personnel as authorized by the Principal/Superintendent, may have the student removed by authorized medical or law enforcement personnel.
3. Parents and students shall be given a copy of the standards of conduct and disciplinary sanctions required and shall be notified that compliance with the standards of conduct is mandatory.

Intervention

The Centennial Public School District does not have the authority or responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or function in the educational climate or activity, the school then has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff. The school will issue a statement to all students and employed staff that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. The school shall make available to students and employed staff information about any drug and alcohol counseling, and rehabilitation and re-entry programs, which are available to students.

Administration

The administration is authorized to adopt such administrative rules, regulations, or practices necessary to properly implement this policy. Such regulations, rules, or practices may vary the procedures set forth herein to the extent necessary to fit the circumstances of an individual situation. Such rules, regulations, and practices may include administrative forms, such as checklists, to be used by staff to record observed behavior and to determine the proper plan of action.

Safe and Drug-Free Schools -- Parental Notice

NOTICE TO PARENTS: Pursuant to the provisions of the Every Student Succeeds Act, if upon receipt of information regarding the content of safe and drug free school programs and activities other than classroom instruction a parent objects to the participation of their child in such programs and activities, the parent may notify the School District of such objection in writing. Upon the receipt of such notice, the student will be withdrawn from the program or activity to which parental objection has been made.

ARTICLE 8 – STUDENT RIGHTS, CONDUCT, RULES, & REGULATIONS

Section 1 Student Conduct and Discipline Procedures

The common goal of students, parents, faculty, and administration of Centennial Public School is to maintain a school atmosphere which is conducive to learning. In order to achieve this, Centennial Public School will continue to review and distribute a set of reasonable and fair rules and policies. VIOLATIONS

OF THE CENTENNIAL PUBLIC SCHOOL'S RULES AND POLICIES WILL RESULT IN DISCIPLINARY ACTION.

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in this policy and the Student Discipline Act, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. Disciplinary consequences may also include in-school suspension, Saturday School, and any other consequence authorized by law. District administrators may develop building-specific protocols for the imposition of student discipline.

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

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

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

Section 2 Forms of School Discipline

Short-Term Suspension:

Students may be excluded by the principal or his designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

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

The following process will apply to short-term suspensions:

1. The principal or the principal's designee shall make a reasonable investigation of the facts and circumstances. In addition, such short-term suspension will be made only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the principal or administrator will send a written statement to the student, and

the student's parent or guardian, describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the principal or administrator ordering the short-term suspension before or at the time the student returns to school. The principal or administrator shall determine who in addition to the parent or guardian is to attend the conference.

4. Students who are short-term suspended will be given the opportunity to complete classwork, including but not limited to examinations, under the conditions outlined by the principal at the time of the suspension.
5. A student on short-term suspension shall not be permitted to be on school grounds or at any school activity without the express permission of the principal.

Emergency Exclusion

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

Weapons and/or Firearms

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

Long-Term Suspension:

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

Expulsion:

1. Meaning of Expulsion. Expulsion shall mean exclusion from attendance in all schools, grounds, and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the Board of Education or a committee of school board members took the final action to expel the student, the student may be

readmitted only by action of the Board. Otherwise, the student may be readmitted by action of the superintendent.

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

Section 3 Student Conduct Expectations

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

Grounds for Long-Term Suspension, Expulsion or Mandatory Reassignment

The following conduct shall constitute grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, Neb. Rev. Stat. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

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

or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;

10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules if such violations constitute a substantial interference with school purposes:
 - a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion;
 - b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
 - c. Violating school bus rules as set by the school district or district staff;
 - d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product or imitation, or electronic cigarettes, vapor pens, etc.;
 - e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
 - f. Possession of pornography;
 - g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);
 - h. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent;
 - i. Engaging in hazing as defined by state law and this policy hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Under state criminal law, hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing also includes any

activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; binge drinking and drinking games; sexual simulation and sexual assault;

- j. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to message or send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;
- k. Violation of the district's computer acceptable computer use policy are subject to discipline, up to and including expulsion;
- l. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or "look-a-like" weapon;
- m. Using any object to simulate possession of a weapon;
- n. Knowingly making a false statement or knowingly submitting false information during the Title IX grievance process or any other school investigation or making a materially false statement in bad faith in the course of a Title IX grievance proceeding or any other school investigation; and
- o. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

The length of any suspension, expulsion, or mandatory reassignment shall be as provided or allowed by law.

Reporting Requirement to Law Enforcement

Violations of this section will result in a report to law enforcement if:

- 1. The violation includes possession of a firearm;
- 2. The violation results in child abuse;
- 3. It is a violation of the Nebraska Criminal Code that the administration believes cannot be adequately addressed by discipline from the school district;
- 4. It is a violation of the Nebraska Criminal Code that endangers the health and welfare of staff or students; or
- 5. It is a violation of the Nebraska Criminal Code that interferes with school purposes.

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

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

1. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:
 - a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
 - b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
 - c. A statement that, before long-term suspension, expulsion, or mandatory reassignment for disciplinary purposes can be invoked, the student has a right to a hearing, upon request, on the specified charges;
 - d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
 - e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and
 - f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail.
3. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.
4. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.
5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below.
6. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below, except that the time constraints set forth may differ as provided by law and this policy. The student shall be entitled to a hearing but the consequence imposed may continue in effect pending final determination.
7. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the

Nebraska Student Discipline Act (NEB. REV. STAT. § 79-254 to 79-294). The school district will provide parents with copies of the relevant statutes upon request.

Section 4 Additional Student Conduct Rules

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

Student Appearance Policy

Students at Centennial Public School are expected to dress in a way that is appropriate for a school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate. Such list is not exclusive, and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:

- a. Clothing or jewelry that is gang related;
- b. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, strapless tops, sagging pants); no large holes in pants above the knee. Shorts, skirts, and skorts should be mid-thigh in length at the minimum.
- c. Clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
- d. Clothing or jewelry that advertises beer, alcohol, tobacco, or illegal drugs;
- e. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage "horse-play";
- f. Head wear including hats, caps, bandannas, and scarves;
- g. Clothing or jewelry which exhibits nudity, makes sexual references, or carries double meanings;
- h. Clothing that is "pajama-like" in nature and gives the impression of coming to school directly from bed. Slippers are not allowed.

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the principal or superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the principal's office.

Coaches, sponsors, or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups, or students who are representing the school as part of an extracurricular activity program.

On a first offense of the dress code, the student may call home for proper apparel, change it, turn it inside out, cover it, or spend the remainder of the day assigned to in-school suspension. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in disciplinary actions under the Student Code of Conduct previously mentioned. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in discipline, up to expulsion.

Electronic Device Policy

1. PURPOSE AND PHILOSOPHY

Centennial Public School District encourages the appropriate use of electronic devices at school. Although the inappropriate use of electronic devices can be disruptive to the educational process and electronic devices are frequently lost or stolen, Centennial Public School District recognizes the benefits that the incorporation of technology can bring to the curriculum. The District is not responsible for the security and safekeeping of these items and is not financially responsible for any damage, destruction, or loss of electronic devices. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices. **NOTE: By bringing an electronic device to school, students and parents/guardians consent to a search of the device if approved by the administration.**

2. DEFINITIONS

“Electronic devices” include, but are not limited to, cell phones, Mp3 players, iPods, smart watches/Fitbits, e-readers, tablets, personal digital assistants (PDAs), portable game consoles, cameras, digital scanners, laptop computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.

3. ELECTRONIC DEVICE USE

3.1 Students enrolled in Centennial Public School District are permitted to possess and use electronic devices during the school day (8:10 a.m.-3:30 p.m.) except as otherwise provided by this policy. Cell phone and text transmitting device (ex: iPod touch, Apple Watch) usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging. Students may have their device(s) with them but must turn them into the “device box” upon entering a classroom, follow all rules established by the classroom teacher, may lock them in their school locker (not gym locker), or leave them in their vehicle.

3.1.1 Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a journalism class; student use of a lap top computer for a class presentation).

3.1.2 Electronic devices may be used during the student’s lunch time (junior high students from 11:44 a.m. – 12:14 p.m. OR high school students from 12:33 p.m. – 1:03 p.m.) and during passing periods. At the conclusion of the lunch period, students will turn their device off or to silent and put them in their pocket or return their electronic device to their lockers.

3.1.3 Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan.

4. VIOLATIONS

4.1 Students shall not possess or use electronic devices at any time or place for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; or (f) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

4.2 The use of electronic devices in locker rooms, restrooms and other locations where privacy is reasonable expectation is strictly prohibited.

4.3 Electronic devices used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school’s main office to be identified, placed in a

secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.

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

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

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

4.7 **Subsequent Violations:** Students who are repeat offenders of this policy shall be subject to the imposition of any appropriate disciplinary action, which may include suspension and expulsion from school.

4.8 Students and/or parents/guardians, as applicable, are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices after this time period.

5. **SEARCH:** Electronic devices confiscated under this policy shall be subject to reasonable searches, including search of phone number directory, voice mail, and text messages, upon determination by school officials that the facts and circumstances establish reasonable grounds for believing that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school.

Automobile Use & Driving

Student drivers must know and obey the following rules:

1. Written permission from the principal or his designee is required to drive from school grounds during school hours.
2. Speeding or careless driving on the school grounds and on the streets bordering the school is prohibited.
3. Sitting in cars during the school day is not allowed (this includes the noon lunch period). If students wish to go to their car for any reason during the day, they must obtain permission from the principal or his designee at the high school office.
4. Students must leave their cars after arrival at the school.
5. Students must obtain written permission to enter the student parking lot during the school day.
6. Parallel parking will not be permitted in the student parking lot.
7. The driveway must be kept clear in the parking lot. Cars will not be permitted to park south of the dividing logs.
8. Students are assigned parking in the designated area north of the building and east of the football field. The closest row to the football field will be assigned to seniors, the next closest row to

- juniors, the next closest row to sophomores, and the next closest row to freshmen.
9. Students driving vehicles to school will park in the north parking lot. All parking stalls east of the school are reserved for school employees and visitors.
 10. When school is dismissed, students are urged to drive with caution. Please remember that elementary students are walking home at this time.
 11. Be mindful of the pedestrian crossing on Centennial Avenue north of the school prior to and following school. Pedestrians have the right of way, therefore automobiles should stop and let pedestrians cross prior to proceeding.
 12. Students violating safe driving practices may be suspended and may be prohibited from driving their vehicles to school.
 13. For safety reasons, students will be allowed to drive only bicycles and properly licensed motor vehicles to and from school.
 14. For safety reasons, students will be required to ride inside cars and pick-up cabs while these vehicles are driven on school grounds.
 15. Student vehicles parked inappropriately will be dealt with in the following manner:
 - 1st offense—a warning ticket will be issued
 - 2nd offense—a warning will be issued and parking will be assigned at the discretion of the administration for the remainder of the quarter/semester
 - 3rd and additional offenses--students will not be allowed to park on the school grounds for the remainder of the school year
 16. By driving personal vehicles to school and parking on school grounds, students consent to having that vehicle searched by school officials when they have reasonable suspicion that such a search will reveal a violation of school rules.

Any exception to the above rules must have written permission from parents and the principal. Authority for the Board of Education to exercise control in student cars driven to school originates with the prerogative in the law termed “in loco parentis.”

Please remember that children will be walking to and from school, and their safety is a primary concern.

Cheating/Plagiarism

Should a student be guilty of cheating, the teacher shall collect the paper, mark a zero for the work, and notify the parent and office immediately as to the action taken. The second offense will bring an automatic in-school suspension. Additional offenses will result in more severe disciplinary action. See **Academic Integrity** in **Article 5** for additional information regarding Cheating/Plagiarism.

Food & Pop

Gum, breath mints, and cough drops will be permitted as long as wrappers are disposed of properly and gum is kept off all school and personal property. All food must be consumed in the lunchroom or commons area during the lunch period.

The following is the list of areas in which it is appropriate to consume food or drink:

- Lunch Room
- Family Consumer Science Room
- Gym
- Vo-Ag Room
- Art Room
- Teacher’s Workplace
- Commons Area/Concessions Area

Students will be allowed to carry water to their classes.

Requirements of water being carried:

- Must be in a clear plastic water bottle
- Must include a cap (screw on or pull type)
- No personalized plastic or Styrofoam cups

If it is a safety hazard (example: Chemistry lab) to have water during class, the classroom teacher has the right to ask for all water bottles to remain out of the classroom on this day.

If carrying water bottles to class interferes with the normal routine of the school day, consequences will be enforced.

Initiation Into Classes & Activities

The practice of holding an initiation (hazing) into classes or organizations of Centennial Public School is prohibited. Initiations are defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of “hazing” as defined below. Initiations are prohibited except by permission of the superintendent. Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of any individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization.

Students should receive assistance and encouragement to become worthwhile members of group activities and to contribute to activities that have educational value. Students who participate in non-approved initiations or hazing after-school or before-school, as well as during the school day, will be subject to disciplinary action as permitted by policy and law.

The philosophy of Centennial Public School provides for individual dignity and personal pride for all students. Hazing and initiation ceremonies are considered incompatible with the fundamental privilege of a member of the Centennial Public School student body. Exception: The National Honor Society, FFA, and some other organizations have rather formal initiation ceremonies that are in the best interest of the students.

Transportation Policy:

It is the belief of the Centennial Board of Education that students must be well-behaved when riding school buses. The Board of Education believes this is a necessary part of safe transportation. The following list contains examples of behavior that will not be tolerated on school buses:

1. Moving about on the bus when the bus is in motion;
2. Use of profanity, engaging in obscene behavior such as, but not limited to, displaying obscene materials, hand gestures, or using obscene speech or other obscene communication;
3. Excessive noise (determined by the bus driver);
4. Teasing or harassing other students or the driver;
5. Throwing of objects;
6. Failure to sit in an assigned seat if a driver deems this necessary;
7. Any disruptive actions;

8. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
9. 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 (students causing damage to a school bus will be required to pay for repair or replacement costs);
10. Causing or attempting to cause physical injury to a school employee or to any student. Physical injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
11. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from such student;
12. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon;
13. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or alcoholic liquor or tobacco products or vapor products or any other such look-alike products;
14. Snakes will not be allowed on buses. Advance approval (preferably one day) must be obtained from the bus driver to board other animals. Animals must be in plastic or cardboard containers. NO GLASS CONTAINERS WILL BE ALLOWED. Containers shall be taped shut to prevent accidental opening.
15. Consumption of any food/drinks will not be permitted on the bus routes;
16. Bus drivers/van drivers have the authority to report to the appropriate principal any school rule violations at bus stops or within view of the bus stops. The principals will have the authority to discipline students for school rule violations;
17. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes;
18. A repeated violation of any rules validly established pursuant to section 79-4, 176 of this act if such violations constitute a substantial interference with school purposes.

Bus drivers have the primary responsibility of maintaining order and discipline of all student passengers. Students receive a copy of the Transportation Policy at the outset of each school year. Drivers are to read this policy to the students so everyone is aware of expectations and discipline measures.

Prior to reporting any student behavior problems, the bus driver/transportation supervisor may administer his/her own discipline alternatives. These alternatives may include a student/parent conference, requiring the student to wash the bus, sweep out the bus, wash the inside windows, clean out between the seats, etc.

When the bus driver/transportation supervisor feels his/her efforts to effectively modify student behavior have been unsuccessful, he/she will complete an Unsatisfactory Bus Conduct Report and forward it to the appropriate principal. The principal, upon receiving and confirming the report, will take the following steps:

FIRST OFFENSE

If a student is suspected of breaking one of the above mentioned examples, said student will

meet with the driver, principal, or superintendent. The student will receive a warning. A certified letter will be sent to the parents/guardians informing them of their child's behavior and outlining the consequences of any repeated violations.

SECOND OFFENSE

The principal may deny any student the right to ride the bus for up to five (5) days. A certified letter will be sent to the parents/guardians notifying them of the decision.

Parents/guardians may be requested to meet with the bus driver, student, principal, and transportation supervisor prior to riding the bus again.

FUTURE OFFENSES

The student will be denied the right to ride the school bus for the remainder of the semester. A certified letter will be sent to the parents/guardians notifying them of the decision.

Note: For more serious violations, students may be disciplined under 79-4170 - 79-4205 (Board Policy 502.2) in lieu of the above.

A note or phone call from a parent/guardian will be required before a driver will allow a student to get off the bus at a location other than his/her regular unloading area.

Altering Bus Routes - If some students are not riding the bus on certain days, drivers may vary their routes. Bad road conditions may also cause a bus driver to alter the route.

Activity Bus

An activity bus will transport students to Beaver Crossing, Gresham, and Waco after activity practice daily. Students must sign up to ride the activity bus each day that they intend to ride on the sheets located on the bulletin board across from the HS office. Activity drivers will not unload students enroute. Students who are not out for an activity may ride the activity bus with special permission from the principal's office. Students serving a detention will not be permitted to ride the activity bus. (Exception: Students may ride the bus if they attend and participate in practice after serving their detention.)

Media Center Use

Students are welcome to come to the media center to carry out research or to select reading materials. The following procedures will be followed:

1. Upon arrival in the media center, students shall present their pass to the adult in charge. Passes will be kept at the desk until departure.
2. A student must have a pre-signed pass from the teacher for whom he/she is doing assignments to be released from study halls, etc., in order to use the media center for research.
3. A student may get a pass from any teacher in order to come into the media center to select reading materials to read in their study hall/classroom. Once a selection is made, the student is expected to return to his/her study hall or class.
4. Students wishing to read current magazines found in the blue binders may sign these materials out at the check-out desk to read in their study hall/classroom for one period. Such materials are due back before the end of the period.
5. Any student not engaged in research or the selection of reading materials will be asked to leave the media center.

6. Any student disrupting others by loud talking or other means will be asked to leave the media center immediately.
7. No book bags will be allowed in the media center.
8. Detentions may be assigned when overdue materials are not renewed or returned.
9. Upon check-out, students shall have the supervising adult sign their pass.

Internet Safety and Acceptable Use Policy

A. Internet Safety Policy

It is the policy of Centennial Public School 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

cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.

6. 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). Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.
 - 2. Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
 - 3. Users shall not engage in "hacking" to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
 - 4. Users shall not copy, change, or transfer any software without permission from the network administrators.
 - 5. 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.
 - 6. Users shall not engage in any form of vandalism of the technology resources.
 - 7. 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)

Date of Adoption: June 11, 2012

Computer Lab Use

A student must have a pre-signed pass from the teacher for which he/she is doing assignments to be released from study halls, etc. in order to have the privilege of working in the Computer Lab.

Computer Lab Rules & Regulations

1. The student signs in with his/her name, class, computer number, and time of arrival. He/she will pin the pink pass to the bulletin board. When leaving the lab, he/she will sign out with the time of departure and have either Mr. Tesar, Mr. Barjenbruch, Mrs. Pankoke, or other principal designee sign the pass.
2. “Pass” students using the lab will use an available computer nearest the north end of the room.
3. “Pass” students are not to interfere with or interact with students in the room who are there as part of an organized class.
4. Any student not working on a computer will be asked to leave the lab.
5. If there are no computers available in the lab, students should check with Mr. Tesar, Mr. Barjenbruch, or Mrs. Pankoke for computer accessibility in their classrooms.
6. Students must do only school-related work in the computer lab. Games will not be permitted; playing games will cause immediate dismissal from the lab.
7. Students who are unable to log onto the computer system through one of their classes may contact Mr. Tesar, Mr. Barjenbruch, or Mrs. Pankoke to gain access to the computers.

Teachers Scheduling Computer Lab Use For An Entire Class

When a teacher wants to take his/her entire class to the computer lab, please reserve the lab in the Google Calendar using the “Middle Lab” calendar to indicate the dates, the class periods, and the number of computers needed. Because many teachers will want to use the lab at various times, it is understandable that we will all need to be flexible.

Teachers must accompany their classes to the lab when the entire class is working.

Parent Permission Letter

Parent/guardian written permission must be given the school for the privilege of accessing the Internet. An **Acceptable Use Agreement** form will be given to each student user. The first two pages of the AUA list the rules and sanctions of Computer Technology Use and are to be kept on file by the parent/guardian. The third page must be signed and returned to the office or technology coordinator before access to computers will be granted.

Risks of Facebook, Snapchat, Twitter, Instagram, TikTok, and other Social Networking

The purpose of this message is to give our students information about the risks of using Facebook, Pinterest, Twitter, Instagram, Snapchat, TikTok, and similar social networking sites.

These sites are public sources of information. The information may be seen by school administrators, parents, and law enforcement. It is also accessible to people who users don't even know now, but may later want to impress—such as university admissions and scholarship officials and prospective employers. In fact, many large companies now search the internet as a means of conducting background checks on job applicants. What users say now on Facebook may affect him/her years later.

What students say now on Facebook and other social media sites may also affect them right now. Pictures or writings that show that a student has violated the student conduct rules may result in school discipline. A picture of a student drinking a beer may very well lead to a suspension from activities if the school learns about it. Criminal charges may be filed against students based on information posted on social media.

MySpace has published a Guide for schools with some suggestions that we would like to share. Here are some common sense guidelines that all users should follow when using MySpace and the Internet in general:

Don't forget that your profile and MySpace forums are public spaces. Don't post anything you wouldn't want the world to know (e.g., your phone number, address, IM screens name, or specific whereabouts).

Avoid posting anything that would make it easy for a stranger to find you, such as where you hang out every day after school.

People aren't always who they say they are. Be careful about adding strangers to your friends list. It's fun to connect with new MySpace friends from all over the world, but avoid meeting people in person whom you do not fully know. If you must meet someone, do it in a public place and bring a friend or trusted adult.

Harassment, hate speech, and inappropriate content should be reported. If you feel someone's behavior is inappropriate, react. Talk with a trusted adult, or report it to MySpace or the authorities.

Don't post anything that would embarrass you later. Think twice before posting a photo or information you wouldn't want your parents or boss to see!

Don't mislead people into thinking that you're older or younger. If you lie about your age, MySpace will delete your profile.

We urge all students to following these common sense guidelines when online.

Laser Pens/Pointers

Students are prohibited from the use and/or possession of any laser device in school or at any school sponsored activity. Use or possession of these devices at school sponsored activities will result in confiscation of the laser device and immediate removal from the activity. Laser pointers may be allowed for in-class demonstrations or presentations with teacher approval.

Harassment & Bullying Policy

Students are prohibited from engaging in any form of bullying. The Centers for Disease Control and Prevention defines bullying as "any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated." Nebraska statute defines bullying as "an ongoing pattern of physical, verbal or electronic abuse." The District's administrators are authorized to use both of these definitions to determine whether any specific situation constitutes bullying. Both of these definitions include both in-person and cyberbullying behaviors.

The disciplinary consequences for bullying will depend on the severity, frequency, duration, and effect of the behavior and may result in sanctions up to and including suspension or expulsion. Students who believe they are being bullied should immediately inform a teacher or the building principal. Students may always confer with their parents or guardians about bullying they experience or witness, but the student must also ultimately report the situation to a teacher or administrator.

It is the policy of Centennial Public School that “bullying” type behavior is not to be permitted. These guidelines are established to respond specifically to bullying behavior. Students and parents are advised that other response measures are also in place and set forth in of this handbook for behavior which is discriminatory or harassing on unlawful grounds (e.g., sexual harassment, harassment of students with disabilities, racial harassment, etc.).

Step I: The first time school personnel become aware of a possible harassment or bullying situation, the accused student will be informed that such a complaint has been filed. At that time a warning will be given regarding this kind of behavior. The consequences for this kind of behavior in the future will be clearly outlined for the student. If, in the school’s opinion, the first occurrence of harassment behavior is severe, the school may move immediately to any of the four steps in the harassment policy. In other words, the policy may or may not be used sequentially. Moreover, at any stage the student may be disciplined under the student code by actions which may include expulsion, in the event the conduct is also a violation of other provisions of the student code.

Step II: The second time school personnel become aware of a harassment incident, the accused student’s parents will be notified. A conference will be requested at that time. If it is determined that the student has harassed another student, consequences will be assigned. A student may stay on the second step as long as school authorities feel the consequences are effectively correcting the harassment behaviors. If it is determined that there is no basis for the harassment accusation, no consequences will be assigned. If the school determines that a student is intentionally making a false accusation against another student, an appropriate response will be made.

Step III: If the school authorities determine that the student continues to harass another student or the student fails to agree to not harass in the future, the school may assign the student to the Harassment Program level set forth below which the school authorities determine to be appropriate.

Step IV: If a student fails to respond positively to the corrective measures of the Harassment Program, the student will be suspended from school for a minimum of five school days, up to expulsion. School authorities will determine the action necessary to insure a safe learning environment for all students.

Harassment and Bullying Program--Levels:

Purpose: All students have the right to attend Centennial Public School free from verbal and physical harassment and bullying. The purpose of the Harassment and Bullying Program is to protect students and staff from those who fail or refuse to comply with school guidelines regarding the treatment of others.

Level I: The guidelines for a Level I placement are listed below.

- a) The length of the assignment will be for a minimum of two weeks.
- b) The student will report to the office no later than 8:05 a.m. each morning.
- c) The student will eat on campus at an assigned table.
- d) The student will report to an assigned room at the end of the day and will remain until 3:55 p.m. This will allow all other students to leave the school grounds in safety.

Level II: The guidelines for a Level II placement are listed below.

- a) The length of the assignment will be for a minimum of two weeks.
- b) The student will report to the office no later than 8:05 a.m. in the morning.
- c) The student will eat on campus at an assigned table.
- d) The student will report to an assigned room at the end of the day and remain until 3:55 p.m.

- e) The student will remain in class at the end of each period. The student will be under direct teacher supervision during passing time. The teacher will dismiss the student at the end of the passing period. The student will then have three minutes to get to his/her next class.

Level III: This is a long-term assignment. The guidelines are listed below.

- a) All items listed in Level II will be used, except the length of the assignment will be no less than six weeks, and may remain in effect until the end of the school year and continue into the next, if determined to be appropriate.

Bullying Investigations

School district staff will investigate allegations for bullying using the same practices and procedures that the district observe for student disciplinary matters. In no circumstance will school district staff be deliberately indifferent to allegations of bullying.

Inappropriate Public Displays of Affection (PDA or IPDA)

Inappropriate Public Displays of Affection will not be tolerated on school property or at school activities. Such conduct includes: hugging, kissing or any other types of affection that would be considered inappropriate or an undue distraction to others. Students will face the following consequences if this type of behavior occurs.

- 1st Offense:** Student will be confronted and directed to cease.
- 2nd Offense:** Student will be confronted, directed to cease, and parents will be notified.
- 3rd Offense:** Students will be suspended from school for a minimum of 1 day, and the parents and student will need to meet with administrator(s) and counselor.
 - i. If this type of behavior continues, the student could face long-term suspension or expulsion.

Specific Rule Items

The following conduct may result in disciplinary action which, in the event of repeated violations, may result in discipline up to expulsion.

- a. Students are not given locker passes, restroom passes, or telephone passes to leave a classroom or study hall unless special circumstances arise.
- b. Students in the hallway during class time must have a pass with them.
- c. Candy, seeds, etc. are not allowed in the school building or classrooms, without prior approval.
- d. Students are expected to bring all books and necessary materials to class. This includes study halls.
- e. Assignments for all classes are due as assigned by the teacher.
- f. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
- g. Students are to be in their classroom and ready for class on the tardy bell.
- h. Special classes such as Industrial Technology, Art, P.E., and computers courses will have other safety or clean-up rules that will be explained by that teacher which must be followed.
- i. Students are not to bring items to school that are not required for educational purposes as they may be taken from lockers and will not be allowed in the classroom. These items are classified as “nuisance items” and include but are not limited to: a) personal stereos, b) cell phones, c) beepers, and d) laser pointers.
- j. Snow and water balloon handling is prohibited.

Section 5 Reporting Student Law Violations

Police or other law enforcement officers may be called to the school at the request of school administration, or may initiate contact with the school in connection with a criminal investigation. The school district shall inform parents when law enforcement officers seek access to their student prior to the student being questioned unless the officers are investigating charges that the student has been the victim of abuse or neglect. Members of the school district staff will comply with board policy regarding police questioning of students.

Student behavior is always subject to possible legal sanctions, regardless of where the behavior occurs, it shall be the policy of the Centennial Public School to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:

1. Knowingly possessing illegal drugs or alcohol.
2. Assault.
3. Vandalism resulting in significant property damage.
4. Theft of school or personal property of a significant nature.
5. Automobile accident.
6. Any other behavior which significantly threatens the health or safety of students, staff, or other persons or which is required by law to be reported.

Section 6 Dating Violence Prevention

The Board prohibits behavior that has a negative impact on student health, welfare, safety, and the school's learning environment. Incidents of dating violence will not be tolerated on school grounds, in district vehicles, or at school-sponsored activities or school-sponsored athletic events.

Dating violence is defined as a pattern of behavior where one person uses threats of, or actually uses physical, sexual, verbal, or emotional abuse to control his or her dating partner. Dating partner means any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious, or long-term.

The district will provide appropriate training to staff and incorporate within its educational program age-appropriate dating violence education that shall include, but not be limited to defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships.

Section 7 Threat Assessment and Response

The board of education is committed to providing a safe environment for members of the school community. Students, staff and patrons are urged to immediately report any statements or behavior that makes the observer fearful or uncomfortable about the safety of the school environment.

1. Definitions

- a. A **threat** is an expression of a willful intent to physically or sexually harm someone or to damage property in a way that indicates that an individual poses a danger to the safety of school staff, students or other members of the school community.
 - i. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.
 - ii. A **transient threat** is an expression of anger or frustration that can be quickly or easily resolved.
 - iii. A **substantive threat** is an expression of serious intent to harm others which includes, but is not limited to, any threat which involves a detailed plan and means.
- b. A **threat assessment** is a fact-based process emphasizing an appraisal of observed (or reasonably-observable) behaviors to identify potentially dangerous or violent situations, to

assessment them and to manage/address them. Threat assessment is the process of identifying and responding to serious threats in a systematic, data-informed way.

- i. The threat assessment process is distinct from student disciplinary procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension, expulsion or emergency exclusion without complying with state law and board policy related governing those actions.
- ii. The threat assessment process is distinct from specialized instruction which a student with a disability may receive from the school district. The school district will not change a student's educational placement as that term is used in the Individuals with Disabilities in Education Act *solely* as part of a threat assessment.

2. Obligation to Report Threatening Statements or Behaviors.

All staff and students must report **substantive threats** to a member of the administration immediately and comply with any other mandatory reporting obligations. Staff and students who are unsure whether a threat is substantive or transient should report the situation. Staff and students must make such report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred.

THREATS OR ASSAULTS WHICH REQUIRE IMMEDIATE INTERVENTION SHOULD BE REPORTED TO THE POLICE AT 911.

3. Threat Assessment Team

The threat assessment team (team) shall consist of the superintendent, building principals, counselor, teachers, and local law enforcement. Not every team member need participate in every threat assessment. If the threat has been made by or is directed towards, a student with a disability, the threat assessment team must include a staff member who is knowledgeable about special education services or Section 504 of the Rehabilitation Act, as appropriate. Neither the student nor their student's family members are part of the threat assessment team.

The team is responsible for investigating all reported threats to school safety, evaluating the significance of each threat, and devising an appropriate response. The threat assessment team shall work closely with the crisis team in planning for crisis situations. The threat assessment team shall be familiar with mental health resources available to students, staff and patrons and shall collaborate with local mental health service providers as appropriate.

4. Threat Assessment Investigation and Response

When a threat is reported, the school administrator shall initiate an initial inquiry/triage and, in consultation with members of the threat assessment team, make a determination of the seriousness of the threat as expeditiously as possible. The school administrator must contact law enforcement if the administrator believes that an individual poses a clear and immediate threat of serious violence.

If there is no reasonably apparent imminent threat present or once such an imminent threat is contained, the threat assessment team will meet to evaluate and respond to the threatening behavior. The team may, but is not required to, review the following types of information:

- Review of the threatening behavior and/or communication;
- Interviews with the individuals involved including students, staff members, and family members as necessary and/or appropriate;
- Review of school and other records for any prior history or interventions with the students involved;
- Any other investigatory methods that the team determines to be reasonable and useful.

At the conclusion of the investigation, the team will determine what, if any, response to the threat is

appropriate. The team is authorized to disclose the results of its investigation to law enforcement and to the target(s) of any threatened acts. The team may refer the individual of concern to the appropriate school administrator for consequences under the school's student discipline policy or, if appropriate, report the results of its investigation to the student's individualized education plan team. Regardless of threat assessment activities, disciplinary action and referral to law enforcement will occur consistent with board policy and Nebraska law.

5. Communication with the Public about Reported Threats

The team will keep members of the school community appropriately informed about substantive threats and about the team's response to those threats. This communication may include oral announcements, written communication sent home with students, or communication through print or broadcast media. However, the team will not reveal the identity of the individual of concern or of any target(s) of threatened violence unless permitted by law.

6. Coordination with the Crisis Team After Resolution of Threat

The threat assessment team will confer with the district's crisis team after a threat has been investigated to provide the crisis team with information that the crisis team may use in assessing or revising the district's All-Hazard School Safety Plan.

Section 8 Detention Policy

Detention periods are assigned before and/or after school for school rule violations or actions constituting unacceptable student behavior. Detention periods will be scheduled Monday - Thursday from 7:40 to 8:05 and 3:35 to 4:00. Students are required to report to the assigned room on the date the detention is received. Exception: To allow for students requiring bus transportation to arrange for alternative transportation, these students may serve their assigned detention on the next regularly scheduled school day in which detentions may be served. Example: A detention received on Thursday by a student requiring bus transportation would be allowed to serve the detention on the following Monday. Students should express this need to the teacher assigning the detention so the alternative date may be noted on the detention slip.

Students should understand that any certificated or support staff member in the building has the authority to correct misconduct at any time. Therefore, it is conceivable that any staff member may assign a detention to a student who is in violation of school rules.

Detention Period Rules

1. Detention hall will be held before school and/or after school in a designated classroom. Detention time runs from 7:40 a.m. to 8:05 a.m. before school and 3:35 p.m. to 4:00 p.m. after school.
2. If a student shows up after 7:40 a.m./3:35 p.m. without the principal's approval, he/she will be requested to report the next two (2) school days for detention hall.
3. Detention hall will be used to work on academic work. If a student does not bring work, the student will be assigned the task of copying a section of the Student Handbook. Devices are to be turned into the supervisor upon arriving at detention.
4. Students will be silent and studying the entire 25 minutes.
5. Students will not be allowed to leave the detention hall without the permission of the monitor. (Emergencies only)
6. Failure to attend an assigned detention hall without prior approval of the principal will automatically result in a double detention to be served the following day. **Note: Double detentions are served Monday - Thursday from 3:35 - 4:25. p.m.**
7. Students who fail to serve their double detention will be assigned a day of In-School Suspension and will still be required to serve the double detention on the same day as the In-School Suspension, or

- on a date as determined by the principal.
8. Students assigned 2 detentions on the same day will be assigned a day of In-School Suspension or will receive one (1) day assignment to the Saturday Adjustment Center (SAC).
 9. Students assigned an excess of three (3) detentions in a quarter will receive one (1) day assignment to the Saturday Adjustment Center (SAC).
 10. Additional detentions in excess of four (4) per quarter will result in the student being assigned to the Saturday Adjustment Center (SAC) and/or one (1) to five (5) days of in school suspension.
 11. Students waiting for students serving a detention are to wait outside the building or, if severe weather exists, just inside the entryway. Waiting students who create a problem will be assigned a detention period.
 12. Bus riders shall not be exempt from detention periods. They shall, however, be allowed one day to make arrangements for a ride home before they make-up their detention periods.
 13. Students receiving detentions will not be allowed to ride the activity bus unless they have reported to practice after serving the assigned detention. Students receiving a detention who regularly participate in a sponsored strength training/conditioning program after school must get a bus pass from the weight room instructor. Note: Only students who have been pre-approved and are regular participants in the strength program will be given activity bus passes.

Detentions are very rarely overruled or postponed. If students have a problem involving an assigned detention, Mr. Barga will consider the matter only if it is discussed with the student and the teacher/staff member assigning the detention individually (not as a group of students) prior to the date the detention is to be served. However, some emergencies may merit an overruling or postponement.

Section 9 Saturday Adjustment Center Criteria (SAC)

The principal may assign a student to the Saturday Adjustment Center for the following, but not limited to, reasons:

- failure to respond to detention responsibilities
- receiving more than three detentions in a quarter
- failure to adhere to attendance policies
- excessive office referrals
- any behavior requiring intermediary discipline

Students may also be assigned to the SAC as an alternative to in-school suspension, or if in-school suspension has proven ineffective in changing student behavior. Students will be required to attend the Saturday Adjustment Center on the assigned day and time. Students failing to attend or conduct themselves appropriately while in attendance will be assigned two days of in-school suspension the following week in which school is in session. They will also be rescheduled to attend the next day of scheduled Saturday School.

Saturday Adjustment Center Rules

1. Students must be prompt. Students are to report to the commons area. The doors to the school will be locked at **8:00 a.m.** The session will be held from **8:00 a.m. until noon.** Any student arriving after 8:00 a.m. will be refused admission and considered a "no show."
2. Call in for illness must be made between 7:45 a.m. - 8:00 a.m. to the high school office at 534-2321. The student will be reassigned to the next SAC session. Acceptance of illness excuses will be left solely with the administration and **must** be documented by a medical doctor for consideration.
3. In cases of inclement weather, students will be notified no later than 7:30 a.m.
4. All Student Handbook rules apply.
5. Students must be on task the entire time with absolutely NO talking. Students must bring all homework prior to the start of the session. No locker passes will be allowed.

6. No excuses will be accepted for failure to attend (FTA) Saturday School. Only documented, unforeseen, extenuating circumstances approved by the administration will be considered. Examples might include: death in the family or a medical doctor documented illness.
7. Failure to comply with the rules or showing disrespect for the supervisor will result in dismissal from SAC and two days of in-school suspension the following week. The student will be reassigned to the next day SAC is in session.

ARTICLE 9 – EXTRA-CURRICULAR ACTIVITIES - STUDENT RIGHTS, CONDUCT, RULES, & REGULATIONS

Section 1 Extra-Curricular Activity Philosophy

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

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

Safety

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

Warning for Participants and Parents

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

Section 2 Physical Examination for Competitive Athletics

Physical Examination

Students who take part in competitive athletics are required to undergo an annual physical examination by a physician. Students will not be allowed to practice or participate in any contest until records of this

examination and the physician's approval are on file in the athletic director's office. Students' families are responsible for paying the cost of these examinations.

Physical Condition and Injuries – Sports

A student will not be permitted to participate in a sport activity if the student, his/her parents, coach or athletic trainer feel that the student is not in sufficiently good physical condition. The school principal and/or athletic director will be notified of the student's physical condition if there is a question regarding participation.

If a student sustains a serious physical injury, other than a concussion, that requires a physician's attention, and the student's parents do not want him/her to compete, practice or participate in sports or sports activities, the student must submit his/her physician's written permission before he/she will be permitted to return to practice or to participate in sports or sports activities.

Concussions

Any student who has suffered a confirmed concussion will be removed from play and will be held out of physical participation in contests, practices, physical education, and recess. The student will not be permitted to return to participation until evaluated by an appropriate licensed health care professional and a written and signed clearance form (RTP-Return to Play) is provided by the health care provider and parent. The school will provide concussion educational training to all coaches and staff and provide concussion information to the students and parents. Centennial will provide additional information for parents at the annual sports parent meetings and all parents of students involved in extra curricular activities and their students are required to read and sign off on our "Heads Up Concussion Fact Sheet" in FinalForms. If a parent is unable to attend the annual sports parent meetings or additional information is desired, it can be obtained from numerous internet sites or contact an administrator. It is very important that communication between the school, student and parents be held to provide a safe environment for our students.

The Centennial Concussion Management Team (CMT) consists of administration, the school nurse, and the athletic trainer. Return to Learn Protocol will be as follows:

1. Concussion occurs; family is notified of possible concussion.
2. Encourage parent to obtain medical confirmation of concussion from a licensed health care provider.
3. Parent signs Release of Information form allowing the school to be notified of concussion by the health care provider and for information sharing.
4. CMT Contact person notified of concussion by parent, coach/sponsor, athletic trainer or health care provider.
5. CMT Contact person informs appropriate school personnel of concussed student and specifies general accommodations from health care provider, if available.
6. CMT implements a gradual Return to Learn Protocol based on the individual needs of the student.
7. CMT documents physical, cognitive, behavioral and emotional symptoms of concussed student and assesses the student's needs based on symptoms.
8. CMT designs individual academic adjustments/accommodation plan with school staff, works with SAT process to coordinate adjustments during recovery, and reviews with student and family.
9. CMT-Teachers monitor the effectiveness of adjustments, accommodations, and symptoms of concussion and report progress/recovery data results to CMT contact person.
10. CMT makes adjustments and readjustments to individual plan until student no longer has special needs in the classroom resulting from the concussion.
11. CMT and family agree the student is symptom free and function is "back to baseline" in

classroom.

12. Student returns to the classroom full-time with no adjustments or accommodations.
13. Student successfully completes post-injury ImPACT Test.
14. Parent/guardians deliver medical clearance from healthcare provider to the CMT and parent provides written permission for the Return to Play Progression to begin.
15. Student begins Return to Play Progression after a successful Return to Learn.
16. CMT ensures that the concussion date and adjustments for Return to Learn are documented in the student's file.
17. Once the Return to Play Progression has been successfully completed, the student is cleared for participation without restriction.

Section 3 Extra-Curricular Activity Code of Conduct

This activity code of conduct is supplemental to the Centennial Public School student code of conduct which is in this handbook, and any action taken hereunder may be in addition to any action under the student code of conduct said policy.

Grounds for Extra-Curricular Discipline

The grounds for suspension from practices, participation in interscholastic competition, or other participation in extra-curricular activities and competitions are set forth below. In becoming familiar with the conduct rules for extra-curricular activities, participants need to remember that they are not only representing themselves, but also their school and community in all of their actions. Special conduct rules exist for the reasons that:

Participants in Activities Assume Responsibility for Leadership and are Representatives of Our School: Participants in extra-curricular activities assume a leadership role. The student body, the community, and other communities judge our school on the students conduct and attitudes, and how they contribute to our school spirit and community image. The students' performance and devotion to high ideals make their school and community proud.

Activities are a Privilege: Extra-curricular activities have an important place in the educational program of Centennial Public School. It is a privilege for the students who choose to participate. Students who participate and are accepted into the program are expected to demonstrate cooperation, patience, pride, character, self respect, self-discipline, teamwork, sportsmanship, and respect for authority. It is the belief that accepting responsibility for one's actions is a part of that philosophy.

The conduct rules apply to conduct of the student, regardless of whether the conduct occurs on and off school grounds. (If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct). The conduct rules apply to conduct which occurs at any time during the school year, and also includes the time frame which begins with the official starting day of the fall sport season established by the NSAA and extends to the last day of the spring sport season established by the NSAA, whether or not the student is a participant in an activity at the time of such conduct.

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes.
3. Sexual assault or attempting to sexually assault any person.
4. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property.

5. Causing or attempting to cause personal injury to a school employee, to a school volunteer, to any student, or to any other person.
6. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from such student.
7. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon.
8. Engaging in the selling, using, possessing or dispensing of alcoholic beverages, tobacco, vapor products, narcotics, drugs, controlled substances, or inhalants, or being under the influence of any of the above; or possession of drug paraphernalia. (Note: The term “under the influence” for school purposes has a less strict meaning than it does under criminal law. For school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant. In addition, “possession” of alcohol or drugs will be considered to have occurred for purposes of school rules if the student is in such close proximity to alcohol or drug (for example, a student being in a car where alcohol is in the back seat and no adults are present in the car) or to others who are consuming alcohol or drugs (for example, being at a student party at which other students are drinking) that school officials may reasonably determine that the student was in “possession” of the items as well).
9. Engaging in the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401, of the Nebraska statutes, or material represented to be alcoholic beverages, narcotics, drugs, controlled substance or inhalant.
10. Truancy or failure to attend assigned classes or assigned activities.
11. Tardiness to school, assigned classes, or assigned activities.
12. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
13. Public indecency.
14. Repeated violation of any of the rules adopted by the school district or the school.
15. Engaging in any unlawful activity as determined by the United States or the State of Nebraska.
16. Dressing in a manner wherein such dress is dangerous to the student's health and safety or to the health and safety of others or is distractive or indecent to the extent that it interferes with the learning and educational process.
17. Willfully violating the behavioral expectations for those students riding Centennial Public School buses.
18. The knowing and intentional possession, use, or transmission of a firearm or other dangerous weapon in a place where such items are prohibited.
19. The knowing and intentional use of force in causing, or attempting to cause, personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary.
20. Failure to report for the activity at the beginning of each season; reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
21. Failure to participate in regularly scheduled classes on the day of an athletic/activity event.
22. Failure to attend all scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach.

Every reasonable effort should be made to notify the coach or supervisor prior to all missed practices or meetings.

23. All other reasonable rules or regulations adopted by the coach or supervisor of an extra-curricular activity shall be followed, provided that participants shall be advised by the coach or supervisor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.
24. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

Drug, alcohol, and tobacco violations

Students who are found to be in violation of sub-paragraphs 8 or 9 of the above conduct rules shall be subject to the following disciplinary action **if the student or parent “self-reports” the incident to the high school principal or activities director within one week of the violation.** **If the student or parent does not self-report the violation with the one week window, the disciplinary action for each violation listed below doubles in length and the suspension will begin on the date of the student’s next extra-curricular activity.**

1. First Violation –

- a. Suspension from extra-curricular program for designated activities for four (4) weeks from the date of findings or violation

-OR-

- b. Students and parents agree to participate in a school-approved program for chemical dependency. Said program must be administered by a certified alcohol and drug abuse counselor and be approved by the school authorities. The student will need to successfully complete the approved chemical dependency program. Proof of successful completion of program must be submitted in writing to school’s principal or principal’s designee. Failure to participate and successfully complete the approved chemical dependency program may cause the participating student to be suspended from extra-curricular activities for four (4) weeks from date of finding of violation. The student must not compete or participate in the designated activities for two (2) calendar weeks. All costs associated with the program are to be borne by the student/parent or guardian.

2. Second Violation –

- a. Suspension from extra-curricular program for designated activities for eight (8) weeks from the date of findings or violation

-OR-

- b. Students and parents agree to participate in a school-approved program for chemical dependency. Said program must be administered by a certified alcohol and drug abuse counselor and be approved by the school authorities. The student will need to successfully complete the approved chemical dependency program. Proof of successful completion of program must be submitted in writing to school’s principal or principal’s designee. Failure to participate and successfully complete the approved chemical dependency program may cause the participating student to be suspended from extra-curricular activities for eight (8) weeks from date of finding of violation. The student must not compete or participate in the designated activities for four (4) calendar weeks. All costs associated with the program are to be borne by the student/parent or guardian.

3. Subsequent Violations –
 - a. Upon finding of a subsequent violation, the student will be suspended from all designated activities for one calendar year from the date of determination that a subsequent violation has occurred.

Procedures for Extracurricular Discipline

Students may be suspended by the principal or the principal's designee from practices or participation in interscholastic competition or participation in extra-curricular activities for violation of rules and standards of behavior adopted by the Centennial Public School Board of Education or the administrative staff of the school.

The following procedures will be followed with regard to suspension:

1. The school official(s) considering the suspension will make a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with school purpose.
2. Prior to commencement of the suspension, the student is to be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the school has, and be given the opportunity to explain the student's version of the facts.
3. If the student is not readily available to meet with the school official for this purpose before the suspension is to begin, then the suspension may be imposed at that time so long as the opportunity for the student to hear the charges and evidence and for the student to tell his or her side of the story occurs as soon as reasonably practicable. An effort to schedule a meeting for this purpose should be made by the student and the student's parent or guardian as well. Given the fact that extracurricular activity suspension actions at times need to be taken outside the regular school day, a telephone conference may be used to give the student the opportunity to provide the student's position.
 4. Within two school days or such additional time as is reasonably necessary following the suspension, the principal or principal's designee will send a written statement to the student and the student's parents, or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reason for the action taken and the right to a hearing upon request on the specified charges.
5. An opportunity will be afforded the student, parents, or guardian of the student, at their request, to confer on an informal basis with regard with the school official who has imposed the suspension and to give that school official any further information in the student's defense.
6. If the student or student's parents or guardian are not satisfied with the determination of the school official, an informal hearing may be requested before the superintendent. A form to request such a hearing must be signed by the parent or guardian will either be provided with the initial notice letter or be made available in the principal's office. This request must be received by the building principal within five days of receiving the initial written notice of suspension.

7. If a hearing is requested, it shall be held within ten calendar days of the request. The superintendent will notify the participants of the time and place of the hearing within five days of receiving the request. There will be no stay of the penalty imposed pending an appeal.
8. Upon conclusion of the hearing, a written decision will be rendered within five school days. The written decision will be mailed or otherwise delivered to the participant, parents or guardian. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the hearing itself) shall be kept by the school.
9. Nothing contained in this regulation shall prevent the participant, parents, guardian, or representative from discussing and settling the matter with the appropriate school personnel at any stage.

Section 4 Attendance

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly. Students who have “excessive absences” as determined under the school’s attendance policy may be ineligible to participate in extracurricular activity contests or performances. Students who have eight or more unexcused absences in the semester of participation may be ineligible to participate in extracurricular activity contests or performances. Exceptions may be made for extenuating circumstances and student absences will be considered on a case by case basis.
2. Be on time for all scheduled practices, contests, and departure for contests. In the event a participant is unable to attend a practice or contests, the participant should contact the coach or sponsor in advance.
3. On the day of a contest, performance, or other activity, be in attendance for the full day. A student who is not in attendance the full day is ineligible for the contest, performance, or activity. Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved by the Principal or Athletic Director.

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

Section 5 Academic Requirements for Extra-Curricular Eligibility

Participation in extra-curricular school activities is encouraged and desirable for all students. At the same time, the principal mission and responsibility for each student is to establish a firm academic foundation. Therefore, the following Nebraska School Activities Association (NSAA) and Centennial Public School Eligibility Requirements must be met by all 7-12 grade students in order to be eligible to participate in extra-curricular activities:

NSAA – Eligibility Requirements Summary

Eligibility requirements are established by the NSAA in its Constitution and its Bylaws and Approved Rulings. These documents can be found in their entirety online at <http://nsaahome.org/nsaaforms/pdf/elgposter.pdf>. In order to represent Centennial Junior/Senior

High School in any activity sponsored by the Nebraska School Activities Association these requirements must be met. Below is a summary of the NSAA's eligibility requirements:

1. Must carry at least 20 semester hours.
2. Must have passing grades in four subjects for the present semester.
3. Must have been enrolled on or before the 11th day of school.
4. Must have passed 20 semester hours the previous semester.
5. Must meet requirements of the school as to conduct, personal habits, and training.

Ineligible if:

1. You were 19 years of age before August 1.
2. You have attended school more than 8 semesters (grades 9-12).
3. You were not enrolled in school by the 11th day of school.
4. You were not in school the immediate preceding semester.
5. You did not receive 20 semester hours of credit the immediate preceding semester.
6. You have graduated from high school.
7. You compete in any athletic contest other than as a representative of your school during the season of the sport involved.
8. You play on an all-star team while a high school undergraduate.
9. You have changed schools without your parents changing domicile.
10. Your parents have changed their domicile to another school district and you have remained in your present school. (Exception: if your parents have moved after school has started, you will be eligible to complete the current school year.) Check the NSAA Yearbook for the definition of legal domicile.
11. You participate in a contest under an assumed name.

Centennial Public School – Academic Eligibility Requirements Grades 7-12

Grades in all subjects, including non-core classes, will be reported at the end of each school week beginning the third week of each quarter (nine week grading period). Any student failing two or more classes OR failing a single class for three consecutive weeks will be ineligible to represent Centennial Public School in interscholastic competition. The period of ineligibility will be from the following Monday to Sunday of the school week when a student has attained ineligible status. The first time each quarter that a student fails to meet the criteria for eligibility, the student will be extended a one-week "grace period" of eligibility to raise his/her grades to meet this policy. Participants will only be given one "grace period" per quarter. Failing two or more classes OR failing a single class for three consecutive weeks at the end of the school week during the quarter after the "grace period" has been used will result in ineligibility. Ineligible students will not be allowed to participate in any extra-curricular activity, including athletic contests, until the above requirement has been met. Students are expected to practice with their team during the ineligibility period unless otherwise told by their coach/sponsor.

Section 6 Student Seating and Sportsmanship at Contests

The Student Section is based upon first come first serve basis. The designated Student Section allows for students to stand and cheer. Anyone not cheering for Centennial and occupying space may be asked to move to allow students wanting to cheer in that spot. The principal will reserve the right for final decisions.

Good sportsmanship is expected to be exhibited by all coaches, sponsors, students, parents, and other spectators. The school can be punished by NSAA for a lack of good sportsmanship at NSAA sanctioned

events. More importantly, activities are more enjoyable for the students when good sportsmanship is displayed.

**Responsibilities of Spectators Attending
Interscholastic Athletics and Other Extracurricular Activities**

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

Section 7 Senior Royalties

A senior may serve on only one of the following royalties:

Bronco Week–King/Queen **Prom**–King/Queen **Athletic**–King/Queen

Section 8 Academic Eligibility Requirements for Officers

Any student in grades 9-12 must be passing four (4) subjects or 20 hours in order to hold a class or organizational office. This average must be maintained each semester. No student may hold more than one of the following major offices in any one year:

1. Student Council president
2. Senior Class president
3. Junior Class president
4. Yearbook editor

Section 9 Dances/Party Rules

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

Standards for the administration of school dances and parties:

1. All activities are to be held within the school premises (if facilities are available). These activities will be on either Friday or Saturday night and must terminate no later than midnight, unless otherwise approved by administration.
2. Dances with street shoes are NOT permitted in the new high school gym.
3. The use, possession, or distribution of tobacco, vapor products, alcohol, or illegal drugs will not be permitted at any school function. Any person who has been drinking shall be denied admission to the party or will be detained until parents or guardians are notified and arrangements made to transport the student home.
4. No student will be allowed entrance to the dance after 9:30 p.m. or an announced, designated time set by the principal.
5. Any student leaving the activity will not be allowed to re-enter.
6. Each activity shall be under the sponsorship of a school organization or sponsor.
7. Students are permitted "outside" dates for specific school activities but must file the names of the date in the principal's office and have the appropriate paperwork completed by the deadline. Administration reserves the right to deny the admittance of any outside date. Centennial students will be held responsible for their date's understanding and obeying the rules and regulations pertaining to the activity. No dates over the age of 20 will be allowed to participate.
8. All persons attending the prom must wear either formal or semi-formal attire. Attire for other activities must conform (as a minimum) to the dress for regular school days or to the appropriateness for the event.
9. All activities must have a sponsor present. Events must be approved and scheduled through the principal's office.
10. Any school group, with sponsor authorization, may invite all faculty, board members, and spouses, free of charge.
11. All contracts for dance bands or disc jockeys must have the signature of the principal.

Section 10 School Sponsored Trips

On all activity trips the student must travel to and from the activity in transportation provided by the school. The only exceptions are listed below:

1. Injury to participant which would require alternative transportation.
2. Prior arrangement between the coach/sponsor and participant's parent/guardian. Only parent/guardian may transport a student from an activity, without prior arrangement. The parent/guardian must notify the coach/sponsor in writing of the intent to transport their child(ren) home from the activity.
3. Students will not be permitted to ride home from a school activity with any minor. (Under age 21)

All school sponsored trips are considered an extension of classroom; therefore, all school rules and regulations apply. Participation in classroom related trips will be at the discretion of the classroom teacher and the principal. Students who are struggling academically and/or behaviorally will be considered on a case by case basis.

Section 11 Student Fees Policy

The board realizes some activities may require additional expenditures which are properly to be borne by students as a separate charge. Such charges may be waived as specified below depending upon the student's eligibility for the free and reduced-price lunch program. [In other special cases where the parent/guardian requests that the student be exempted from charges, the superintendent shall determine granting of waivers.] No fees, specialized or nonspecialized attire, or equipment shall be required of students outside this policy. This policy does not apply to tuition payments by nonresident students.

For the purposes of this policy, the following definitions shall apply:

1. Extra-curricular activities means student activities or organizations which are supervised or administered by the school district, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the school district;
2. Postsecondary education costs means tuition and other fees associated with obtaining credit from postsecondary educational institution.

The district may charge student fees or require students to provide specialized equipment or attire in the following areas:

1. Participation in extracurricular activities, including extracurricular music courses;
2. Admission fees and transportation charges for spectators attending extracurricular activities;
3. Postsecondary education costs, limited to tuition and fees associated with obtaining credits from the postsecondary institution;
4. Transportation fees for option students not qualifying for free lunches and nonresident students as allowed by state statute;
5. Copies of student files or records as allowed by state statute;
6. Reimbursement to the district for property lost or damaged by the student;
7. Before-and-after-school or prekindergarten services in accordance with state statute;
8. Summer school or night school; and
9. Breakfast and lunch programs.

The district may also require students to furnish musical instruments for participation in optional music courses that are not extracurricular activities. Students qualifying for free or reduced-price lunches shall be provided with a musical instrument of the school's choice.

Waiver for any of the following shall be provided for students who qualify for free or reduced-price lunches:

- | | |
|-----------|---|
| Section 1 | Fees and specialized equipment and specialized attire required for participation in extracurricular activities; |
| Section 2 | Admission fees for onsite district-sponsored extra-curricular activities and district transportation charges for spectators attending offsite extracurricular activities; and |
| Section 3 | Materials required for course projects where the project becomes the property of the student upon completion. |

The superintendent shall establish a Student Fee Fund and ensure the funds collected as fees for the following purposes are properly recorded and deposited to it:

- | | |
|-----------|--|
| Section 4 | Participation in extracurricular activities; |
| Section 5 | Postsecondary education costs; and |
| Section 6 | Summer school or night school. |

The superintendent shall promulgate regulations outlining the purposes for which fees in these three areas are collected and shall ensure such fees are spent for those purposes.

The superintendent shall promulgate regulations to be published annually in the student handbook authorizing and governing:

1. Any non-specialized clothing required for specified courses and activities;
2. Any personal or consumable items a student will be required to furnish for specified courses and activities;
3. Any materials required for course projects if the project becomes the property of the student upon completion; and
4. Any specialized equipment or specialized attire which a student will be required to provide for any extracurricular activity, including extracurricular music courses.
5. The superintendent shall also promulgate regulations authorizing and governing the following areas:
6. All fees to be collected within the nine numbered areas of the third paragraph of this policy;
7. Any other types of specialized equipment or attire to be provided by all students in the nine numbered areas of the third paragraph of this policy;
8. Procedures and forms for students or parent/guardians to apply for waivers under this policy;
9. Deadlines for waivers for all types of fees;
10. Procedures for allowing facilities use for NSAA District events to avoid conflict with this policy;
11. Procedures [to avoid the direct handling of fees; for the handling of fees] for students receiving postsecondary education credits;
12. Procedures for handling of fees related to summer school or night school;
13. Attendance requirements and procedures in connection with evening, weekend or summer use of facilities related to all extracurricular activities to avoid conflict with this policy;
14. Procedures for admitting students on waiver to extracurricular activities; and
15. Procedures for transportation of student spectators to extracurricular activities and collection of any related fees.

Public concerns or complaints regarding required fees, attire or equipment shall be addressed under Policy 1003.3 Complaints.

This policy will be reviewed and re-adopted annually by August 1 at a regular or special meeting of the Board. This shall include a review of the amount of money collected under this policy and the use of waivers as provided by this policy. The policy shall be published in the student handbook provided at no cost to each student.

Legal Reference: Neb. Constitution, Art VII, Sect. 1
 Neb. Statute 79-215 (tuition)
 79-241 (option student busing)
 79-605 (nonresident busing)
 79-611 (transportation fee)
 79-734 (books, equipment and supplies)
 79-2,104 (student files)
 79-2,125 to 2,134 (student fees law)
 79-1104 (before-and-after-school services)
 79-1106 to 1108 (learners with high ability)

Section 1 Notice of Discrimination

Centennial Public School does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Name: Colin Bargaen
Title: Secondary Principal
Address: PO Box 187, 1301 Centennial Ave, Utica, NE 68456
Telephone: (402) 534-2321
E-mail: colin.bargaen@centennialbroncos.org

For further information on notice of nondiscrimination call 1-800-421-3481.

For additional prohibited discrimination and related information, please review school district Board Policy 3053 – Nondiscrimination.

Section 2 Designation of Coordinator(s)

Any person having inquiries concerning this district's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin;	Ken Booth
Title IX	Discrimination or harassment based on sex; gender equity	Colin Bargaen
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Cara Stoll
Homeless student laws	Children who are homeless	Seth Ford
Safe and Drug Free Schools and Communities	Safe and drug free schools	Colin Bargaen

Section 3 Anti-Discrimination and Harrasment

The school district prohibits discrimination and harassment based upon or related to race, color, national origin, sex, religion, marital status, disability, age or any other unlawful basis that (1) has the purpose or effect of creating an intimidating, hostile, or offensive school environment, (2) has the purpose or effect of substantially or unreasonably interfering with a student's school performance, or (3) otherwise adversely affects a student's school opportunities. Students who believe that they have been the subject of unlawful discrimination or harassment due to their disability should contact the following Section 504 Coordinator: Cara Stoll at (402) 534-2321, cara.stoll@centennialbroncos.org, or in person at school. Students who believe that they have been the subject of unlawful discrimination or harassment due to their sex should contact the following Title IX Coordinator: Colin Bargaen at (402) 534-2321, colin.bargaen@centennialbroncos.org, or in person at school. Students who believe that they have been the subject of any other unlawful discrimination or harassment should contact Ken Booth at (402) 534-2321, ken.booth@centennialbroncos.org, or in person at school. Students may report discrimination or harassment to any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

Section 4 Title IX Policy

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

1. Title IX Coordinator

1.1. Designation. The district will designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this policy, who will be referred to as the "Title IX Coordinator." The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment). This report may be made by any means, including but not limited to, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).

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

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

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

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

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

2.5. Consent for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or

other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. District officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

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

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

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

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

2.6.3.1. Sex Offenses, Forcible—Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.

2.6.3.1.1. Rape—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

2.6.3.1.2. Sodomy—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.1.3. Sexual Assault With An Object—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.1.4. Fondling—The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.2. Sex Offenses, Non-forcible—(Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.

2.6.3.2.1. Incest—Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law

2.6.3.2.2. Statutory Rape—Non-Forcible sexual intercourse with a person who is under the statutory age of consent

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

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

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

2.6.4.2.1. The length of the relationship.

2.6.4.2.2. The type of relationship.

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

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

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

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

2.6.6.2. suffer substantial emotional distress.

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

3. Discrimination Not Involving Sexual Harassment

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

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

3.2.1. Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service; 3.2.2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;

3.2.3. Deny any person any such aid, benefit, or service;

3.2.4. Subject any person to separate or different rules of behavior, sanctions, or other treatment;

3.2.5. Apply any rule concerning the domicile or residence of a student or applicant; 3.2.6. Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates

on the basis of sex in providing any aid, benefit or service to students or employees;

3.2.7. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity. 3.3. Complaint Procedure. All complaints regarding any alleged discrimination on the basis of sex, including without limitation violations of this policy, 34 C.F.R. part 106, Title IX, Title VII, or other state or federal law—when the alleged discrimination does not arise from or relate to an allegation of sexual harassment as defined in subsection 2.6 above—shall be addressed pursuant to the district’s general complaint procedure, Board Policy 2006.

4. Response to Sexual Harassment

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

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

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

4.4. Administrative Leave. Nothing in this policy precludes the district from placing a non-student employee respondent on administrative leave during the pendency of a grievance process that complies with section 5 below. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act. 4.5. General Response Not Conditioned on Formal Complaint. With or without a formal complaint, the district will comply with the obligations and procedures described in this section 4.

5. Grievance Process for Formal Complaints of Sexual Harassment

5.1. General Requirements.

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

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

5.1.3. Absence of Conflicts of Interest or Bias. The district will require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by a recipient to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

5.1.4. Training. The district will ensure that all individuals or entities described in this Training section 5.1.4 receive training as provided below. Any materials used to train these individuals will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.

5.1.4.1. All District Employees and Board Members. All district employees and board members will be trained on how to identify and report sexual harassment. 5.1.4.2. Title IX Coordinators, Investigators, Decision Makers, or Informal Resolution Facilitators. The district will ensure that Title IX Coordinators, investigators, decision-makers, or any person designated by the district to facilitate an informal resolution process receive training on:

5.1.4.2.1. The definition of sexual harassment in subsection 2.6;

5.1.4.2.2. The scope of the district's education program or activity;

5.1.4.2.3. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and

5.1.4.2.4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

5.1.4.3. Decision-Makers. The district will ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in subsection 5.6.

5.1.4.4. Investigators. The district will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in subsection 5.5.8.

5.1.5. Presumption. It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

5.1.6. Reasonably Prompt Time Frames. This grievance process shall include reasonably prompt time frames for conclusion of the grievance process, including

reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes. The process shall also allow for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

5.1.7. Range of Possible Sanctions and Remedies. Following a determination of responsibility, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion.

5.1.8. Range of Supportive Measures. The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.

5.1.9. Respect for Privileged Information. The district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

5.2. Notice of Allegations.

5.2.1. Initial Notice. Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:

5.2.1.1. A copy of this policy.

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

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

5.3. Dismissal of Formal Complaint.

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

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

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

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

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

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

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

5.3.3.2. The respondent is no longer enrolled in or employed by the district; or 5.3.3.3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

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

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

5.4. Consolidation of Formal Complaints. The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable. 5.5. Investigation of Formal Complaint. When investigating a formal complaint and throughout the grievance process, the district will:

5.5.1. Designate and authorize one or more persons (which need not be district employees) as investigator(s) to conduct the district's investigation of a formal complaint;

5.5.2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the district will obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3); 5.5.3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;

5.5.4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;

5.5.5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

5.5.6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;

5.5.7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the

allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report; and

5.5.8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

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

5.7. Determination Regarding Responsibility

5.7.1. Decision-Maker(s). The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).

5.7.2. Written Determination. The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) will apply the preponderance of the evidence standard. The written determination will include:

5.7.2.1. Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;

5.7.2.2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

5.7.2.3. Findings of fact supporting the determination;

5.7.2.4. Conclusions regarding the application of the district's code of conduct to the facts;

5.7.2.5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and

5.7.2.6. The district's procedures and permissible bases for the complainant and respondent to appeal.

5.7.3. The district will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of

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

5.7.4. The Title IX Coordinator is responsible for effective implementation of any remedies.

5.8. Appeals. The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the grounds identified below.

5.8.1. Time for Appeal. Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within ten (10) calendar days of the date of the respective written determination of responsibility or dismissal from which the appeal is taken. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.8.2 below) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy, 34 C.F.R. part, 106, and Title IX.

5.8.2. Grounds for Appeal. Appeals from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, are limited to the following grounds:

5.8.2.1. Procedural irregularity that affected the outcome of the matter;

5.8.2.2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

5.8.2.3. The Title IX Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

5.8.3. As to all appeals, the district will:

5.8.3.1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;

5.8.3.2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

5.8.3.3. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in subsections 5.1.3–5.1.4.

5.8.3.4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;

5.8.3.5. Issue a written decision describing the result of the appeal and the rationale for the result; and

5.8.3.6. Provide the written decision simultaneously to both parties.

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

5.9.1. Provides to the parties a written notice disclosing:

5.9.1.1. The allegations;

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

- 5.9.1.3. That at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
 - 5.9.1.4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
 - 5.9.2. Obtains the parties' voluntary, written consent to the informal resolution process; and
 - 5.9.3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- 5.10. Recordkeeping.
- 5.10.1. The district will maintain for a period of seven years records of:
 - 5.10.1.1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;
 - 5.10.1.2. Any appeal and the result therefrom;
 - 5.10.1.3. Any informal resolution and the result therefrom; and
 - 5.10.1.4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The district will make these training materials publicly available on its website, or if the district does not maintain a website then the district will make these materials available upon request for inspection by members of the public.
 - 5.10.2. For each response required under section 4, the district will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a complainant with supportive measures, then the district will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

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

7. Access to Classes and Schools

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

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

7.1.2. Ability grouping in physical education classes. This section does not prohibit grouping of students in physical education classes and activities by ability

as assessed by objective standards of individual performance developed and applied without regard to sex.

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

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

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

8. Athletics - It is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club, or intramural athletics offered by the district, and that the district will not provide any such athletics separately on such basis.

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

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

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

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

10.1. Specific Circumstances.

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

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

11. Notification of Policy - The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional

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

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

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

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

Section 5 Right of Custodial and Non-Custodial Parents

The school district will honor the parental rights of natural and adoptive parents unless those rights have been altered by a court.

The term "custodial parent" refers to a biological or adoptive parent to whom a court has given primary physical and legal custody of a child, and a person such as a caseworker or foster parent to whom a court has given legal custody of a child.

The district will not restrict the access of custodial and non-custodial parents to their students and their students' records, unless the district has been provided a copy of a court order that limits those rights. If the district is provided such a court order, school officials will follow the directives set forth in the order.

The district will provide the custodial parent with routine information about his or her child, including notification of conferences. The district will not provide the non-custodial parent with such information on a routine basis, but will provide it upon the non-custodial parent's request unless it has been denied by the courts.

A non-custodial parent who wishes to attend conferences regarding his or her child will be provided information about conference times so both parents may attend a single conference. The district is not required to schedule separate conferences if both parents have been previously informed of scheduled conference times.

If either or both parents' behavior is disruptive, staff members may terminate a conference and reschedule it with appropriate modifications or expectations.

Section 6 Complaint Procedures

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.

2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.
 - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
 - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
 - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
 - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.
3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:
 - a) Determine whether the complainant has discussed the matter with the staff member involved.
 - 1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Interview the complainant to determine:
 - 1) All relevant details of the complaint;
 - 2) All witnesses and documents which the complainant believes support the complaint;
 - 3) The action or solution which the complainant seeks.
 - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the administrator or Title IX/504 coordinator received the complaint.
4. If either the complainant or the accused party is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint, he or she may appeal the decision to the superintendent.
 - a) This appeal must be in writing.
 - b) This appeal must be received by the superintendent no later than ten (10) business days from the date the administrator or Title IX/504 coordinator communicated his/her decision to the complainant.
 - c) The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
 - d) Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 days after the superintendent received complainant's written appeal.

5. If either the complainant or the accused party is not satisfied with the superintendent's decision regarding a complaint, he or she may appeal the decision to the board.
 - a) This appeal must be in writing.
 - b) This appeal must be received by the board president no later than ten (10) business days from the date the superintendent communicated his/her decision to the complainant.
 - c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
 - d) The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 days after it received complainant's written appeal.
 - e) There is no appeal from a decision of the board.

6. When a formal complaint about the superintendent of schools has been filed with the president of the board, the president shall promptly and thoroughly investigate the complaint, and shall:
 - a) Determine whether the complainant has discussed the matter with the superintendent.
 - 1) If the complainant has not, the board president will urge the complainant to discuss the matter directly with the superintendent, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.
 - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint.

No Retaliation

The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities

Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will

provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

Bad Faith or Serial Filings

The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Complaints filed (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (d) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

Section 7 Child Abuse and Neglect

School employees will report suspected abuse or neglect of a child as required by state law and school policy. Nebraska law defines abuse or neglect as knowingly, intentionally, or negligently causing or permitting a minor child or an incompetent or disabled person to be (1) placed in a situation that endangers his or her life or physical or mental health; (2) cruelly confined or cruelly punished; (3) deprived of necessary food, clothing, shelter or care; (4) left unattended in a motor vehicle, if such child is six years of age or younger; or (5) sexually abused; (6) placed in a situation to be sexually exploited through sex trafficking of a minor as defined in state law or by allowing, encouraging, or forcing such person to engage in debauchery, public indecency, or obscene or pornographic photography, films, or depictions; or (7) placed in a situation to be a trafficking victim as defined in state law.

Section 8 Multi-Cultural Education Policy

In every curriculum area and at all grades, the school district will provide programs which foster and develop an appreciation and understanding of the racial, ethnic, and cultural heritage of all students. These programs will allow students to explore the history and contributions made by various ethnic groups and will emphasize the rich diversity of the population of the United States.

The programs shall be implemented within the guidelines of the State Department of Education and in accordance with any other applicable laws and/or regulations. The superintendent shall provide the board with a report on the status of the district's multicultural education program annually.

Section 9 Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973

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

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.

4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent).
11. File a local grievance.

Section 10 Notice Concerning Student Records

The Family Education Rights and Privacy Act ("FERPA") provides parents certain rights with respect to their student's education records. These rights include the right to inspect and review the student's education records within 45 days of the date the school receives a request for access; and the right to request the amendment of the student's education records that you believe to be inaccurate.

If parents believe one of their student's records is inaccurate, they should write to the school principal, clearly identify the part of the record they want changed, and specify why they believe it is inaccurate. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing regarding the request for amendment.

Section 11 Routine Directory Information

FERPA and the Nebraska Public Records Law authorize school districts to make "directory information" available for review at the request of non-school individuals. These laws also give parents and guardians a voice in the decision-making process regarding the disclosure of directory information regarding their children. The school district has designated the following as directory information:

name and grade, name of parent and/or guardian, address, telephone number, including the student's cell phone number, e-mail address, date and place of birth, dates of attendance, the image or likeness of students in pictures, videotape, film or other medium, major field of study, participation in activities and sports, degrees and awards received, social media usernames and handles, weight and height of members of athletic teams, most recent previous school attended, certain class work which may be published onto the Internet, classroom assignment and/or home room teacher, student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems (but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only the authorized user). Directory information does not include a student's social security number.

Directory information about students may be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that market or manufacture class rings, sell student photographs or publish student yearbooks.

Federal law requires school districts to provide military recruiters and institutions of higher education with the names, addresses, and telephone listings of high school students unless parents have notified the school district in writing that they do not want this information disclosed without prior written parental consent. Military recruiters will be granted the same access to a student in a high school grade as is provided to postsecondary educational institutions or to prospective employers of such students.

Parents who **OBJECT** to the disclosure of any directory information about their student should write a letter to the principal. This letter should specify the particular categories of directory information that the parents do not wish to have released about their child or the particular types of outside organizations to which they do not wish directory information to be released. This letter must be received by the school district no later than September 1, 2019.

Non-Directory Information

All of the other personally identifiable information about students that is maintained in the school district's education records will generally not be disclosed to anyone outside the school system except under one of two circumstances: (1) in accordance with the provisions of the FERPA statutes and related administrative regulations, or (2) in accordance with the parent's written instructions.

One FERPA exception permits disclosure to school officials with legitimate educational interests without consent. A school official includes, but is not necessarily limited to, a teacher or other educator, administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); school board member; volunteer; contractor or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, representative of the district's insurance providers, auditor, medical consultant, therapist, or a third-party website operator who has contracted with the school district or its agent to offer online programs for the benefit of students and/or the district; members of law enforcement acting on behalf of the school district; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a "legitimate educational interest" if the official needs to review an education record in order to fulfill a school-related professional, contractual, statutory, or regulatory responsibility.

The district will share information with the Department of Education necessary to comply with the requirement of state law that all third- year high school students take a college entrance exam. Any re-disclosure of information related to the administration of this exam shall be governed by the agreement between the Nebraska Department of Education and the third-party testing company.

Transfer of Records Upon Student Enrollment

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. The school is not obligated to inform parents when it makes a disclosure under this provision.

Complaints

Individuals who wish to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA may contact the Office that administers FERPA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Section 12 Notice Concerning Staff Qualifications

The Every Student Succeeds Act of 2015 gives parents/guardians the right to get information about the professional qualifications of their child's classroom teachers. Upon request, Centennial Public School will give parents/guardians the following information about their child's classroom teacher:

1. Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or 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/guardians whether their child is being provided services by a paraprofessional and, if so, the qualifications of the paraprofessional. The request for information should be made to an administrator in your child's school building. The information will be provided to you in a timely manner. Finally, Centennial Public School will give timely notice to you if your child has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet the requirements of the Act.

Section 13 Protection of Pupil Rights

The Centennial Board of Education respects the rights of parents and their children, and has adopted this policy in consultation with parents to comply with the federal Protection of Pupil Rights Amendment (PPRA).

1. Surveys

- a. Surveys Created by a Third Party
 - i. This section applies to every survey:
 1. that is created by a person or entity other than a district staff member or student;
 2. regardless of whether the student answering the questions can be identified; and
 3. regardless of the subject matter of the questions
 - ii. Parents have the right to inspect any survey created by a third party before that survey is distributed to their student.
- b. Surveys Requesting Particular Sensitive Information
 - i. Sensitive information shall include:
 1. Political affiliations or beliefs of the student or the student's parent(s);
 2. Mental or psychological problems of the student or the student's family;
 3. Sexual behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of other individuals with whom respondents have close family relationships;
 6. Legally recognized privileged or analogous relationships,

- such as those of lawyers; physicians, and ministers;
- 7. Religious practices, affiliations, or beliefs of the student or student's parent(s); or
- 8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without prior written consent of the parent or eligible student.
- ii. No student shall be required to submit to a survey, analysis, or evaluation that requests sensitive information.
- iii. If a survey requesting sensitive information is funded, in whole or in part, by a program administered by the U.S. Department of Education, the school district must obtain the written consent of a student's parent(s) before the student participates in the survey.
- iv. School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey (created by any person or entity, including the district) containing any sensitive information.
- v. Parents have the right to inspect any survey which requests sensitive information before that survey is distributed to their student.
- c. Survey Inspection Requests
 - i. School officials shall inform parents of their right to inspect surveys requesting sensitive information before the surveys are distributed to any student.
 - ii. All survey inspection requests must be in writing to the building principal and delivered to the building principal prior to the date on which the survey is scheduled to be administered to the students.
 - iii. The principal shall respond to survey inspection requests without delay.

NOTE: Students taking the ACT exam will be prompted to complete a short, optional questionnaire addressing a number of topics. If you wish to review this questionnaire prior to the administration of the exam, please submit a written request to the superintendent.

2. Invasive Physical Examinations

- a. The term "invasive physical examination" means:
 - i. any medical examination that involves the exposure of private body parts; or
 - ii. any act during such examination that includes incision, insertion, or injection into the body; and
 - iii. does not include a hearing, vision, or scoliosis screening.
- b. Parents may refuse to allow their student to participate in any non-emergency, invasive physical examination or screening that is:
 - i. required as a condition of attendance;
 - ii. administered by the school and scheduled by the school in advance; and
 - iii. not necessary to protect the immediate health and safety of the student, or of other students.
- c. This policy does not apply to any physical examination or screening that:
 - i. is permitted or required by an applicable state law, including physical examinations or screenings that are permitted without parental notification;
 - ii. is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1400 *et seq.*)
 - iii. is otherwise authorized by Board policy.

3. Collection of Personal Information from Students for Marketing

- a. The term "personal information" means individually identifiable information including:
 - i. student's and parent(s)' first and last name;

- ii. home or other physical address;
- iii. telephone number; and/or
- iv. social security number.
- b. No school official or staff member shall administer or distribute to students a survey or other instrument for the purpose of collecting personal information for marketing or for selling that information.
- c. This policy does not apply to the collection, disclosure or use of personal information for the exclusive purpose of providing educational services to students, such as the following:
 - i. post-secondary education recruitment;
 - ii. military recruitment;
 - iii. tests and assessments to provide cognitive, evaluative, diagnostic or achievement information about students; and/or
 - iv. student recognition programs.

4. Inspection of Instructional Material

- a. Definition
 - i. The term “instructional materials” means instructional content that is provided to a student regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet).
 - ii. The term does not include academic tests or academic assessments.
- b. Parents may inspect, upon their request, any instructional material used as part of their child’s education curriculum.
- c. Curriculum inspection requests must be made to the building principal in writing.
- d. Building principals shall respond to inspection requests within a reasonable amount of time.

5. Notification of Rights and Procedures

- a. The superintendent shall notify parents of:
 - i. this policy and its availability upon request from the office of the district;
 - ii. how to opt their child out of participation in activities as provided for in this policy;
 - iii. the approximate dates during the school year when a survey requesting personal information is scheduled or expected to be scheduled; and
 - iv. how to request access to any survey or other material described in this policy.
- b. This notification shall be given to parents as least annually, at the beginning of the school year and within a reasonable period after any substantive change in this policy.

Section 14 Parent & Guardian Involvement in Education Practices

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

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

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

Section 15 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 Superintendent shall serve as the District's designated 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 why 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. 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. In the event of an enrollment dispute, the placement shall be at the school in which enrollment is sought, pending resolution of the dispute in accordance with the dispute resolution process. The homeless child shall be immediately enrolled in the school in which the District has determined to place the child, even if the child is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. 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 Centennial Public School, and the homeless child continues to live in the Centennial Public School district, transportation to and from the school or origin shall be provided by the Centennial Public School; and (2) if the homeless child lives in a school district other than the Centennial Public School, but continues to attend the Centennial Public School based on it being the school of origin, the new school and the Centennial Public School 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.

Section 16 Breakfast and Lunch Programs

The Centennial Public School has agreed to participate in the National School Lunch Program and accepts responsibility for providing free and reduced-price meals to eligible children in the schools under its jurisdiction. The school food authority assures the State Department of Education that the school system will uniformly implement the following policy to determine children's eligibility for free and reduced-price meals in all National School Lunch Programs. The District provides the United States Department of Agriculture's required 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, (AD3027) 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

In fulfilling its responsibilities, the school food authority, Centennial Public School:

1. Agrees to serve meals free to children from families whose income meets eligibility guidelines.

2. Agrees to serve meals at a reduced price to children from families whose income falls between free meal scale and the poverty guidelines.
3. Agrees to provide these benefits to any child whose family's income falls within the criteria in Attachment A after deductions are made for the following special hardship conditions which could not reasonably be anticipated or controlled by the household: Unusually high medical expenses; shelter costs in excess of 30 percent of reported income; special education expenses due to the mental or physical condition of a child; disaster or casualty losses.
4. In addition, agrees to provide these benefits to children from families who are experiencing strikes, layoffs and unemployment which cause the family income to fall within the criteria set forth in federal guidelines.
5. Agrees there will be no physical segregation of, nor any other discrimination against, any child because of his inability to pay the full price of the meal. The names of the children eligible to receive free and reduced-price meals shall not be published, posted or announced in any manner and there shall be no overt identification of any such children by use of special tokens or tickets or any other means. Further assurance is given that children eligible for free or reduced-price meals shall not be required to: Work for their meals; use a separate lunch room; go through a separate serving line; enter the lunchroom through a separate entrance; eat meals at a different time; or eat a meal different from the one sold to children paying the full price.
6. Agrees in the operation of child nutrition programs, no child shall be discriminated against because of race, sex, color, or national origin.
7. Agrees to establish and use a fair hearing procedure for parental appeals to the school's decisions on applications and for school officials' challenges to the correctness of information contained in an application or to be continued eligibility of any child for free or reduced-price meals. During the appeal and hearing the child will continue to receive free or reduced priced meals. A record of all such appeals and challenges and their dispositions shall be retained for three (3) years. Prior to initiating the hearing procedures, the parent or local school official may request a conference to provide an opportunity for the parent and school official to discuss the situation, present information, and obtain an explanation of data submitted in the application and decisions rendered. Such a conference shall not in any way prejudice or diminish the right to a fair hearing. The hearing procedure shall provide the following:
 - i. A publicly-announced, simple method for making an oral or written request for a hearing.
 - ii. An opportunity to be assisted or represented by an attorney or other person.
 - iii. An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal.
 - iv. Reasonable promptness and convenience in scheduling a hearing and adequate notice as to the time and place of the hearing.
 - v. An opportunity to present oral or documentary evidence and arguments supporting a position without undue interference.
 - vi. An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses.
 - vii. The hearing be conducted and the decision made by a hearing official who did not participate in the decision under appeal or in any previous conference.

- viii. The parties concerned and any designated representative thereof be notified in writing of the decision of the hearing official.
8. Agrees to designate the Superintendent to review applications and make determinations of eligibility. This official will use the criteria outlined in this policy to determine which individual children are eligible for free or reduced-price meals.
 9. Agrees to develop and send to each child's parent or guardian a letter as outlined by State Department of Education including an application form for free or reduced-price meals at the beginning of each school year. Applications may be filed at any time during the year. All children from a family will receive the same benefits.

The following attachments will be available in the office of the Superintendent:

- Eligibility criteria for free and reduced meals
- Parent letter and application
- Public release
- Collection procedure

LUNCH TICKETS

Students' lunch money will be credited to a "family account" versus an "individual account." Each day a student eats breakfast (\$2.00) and/or lunch (PK-5th -- \$2.80, 6th-12th -- \$2.90) will be subtracted from the family account. Should three 6th-12th grade children from the same family eat lunch on the same day, \$8.70 would be subtracted from the family account. Students will be notified when there are six meals \$17.40 remaining in the account. Students will still be expected to purchase a minimum of 10 lunches per student \$29.00.

Students purchasing lunches will receive a bar coded lunch ticket. As students go through the lunch line, a computer wand will scan the ticket and deduct the price of the meal from the student's family account.

**RECEIPT OF THE 2021-2022 STUDENT-PARENT HANDBOOK
OF CENTENNIAL PUBLIC SCHOOL**

This Student Handbook is distributed in accordance with Nebraska State Law, Section 79-262, paragraph three which states in part: "Rules and Standards which form the basis for discipline shall be distributed to students and parents at the beginning of each school year or at the time of enrollment..."

PARENT/STUDENT AGREEMENT

I have received and read the Student Handbook that describes the Centennial School District's discipline policies, regulations, rules, and expectations to be followed by students enrolled in Centennial Public School, including the Drug Free School Policy. My child and I have discussed these policies and understand that we must comply with them.

RECOGNITION OF POTENTIAL AMENDMENTS OR SUPPLEMENTS

In light of the unique challenges and circumstances posed by the outbreak of the novel coronavirus and the recent promulgation of expansive federal regulations, the rules and information provided in this handbook may be supplemented or amended by the School District's administration at any time, consistent with applicable law and board policy. All parents shall be provided notice of any such changes by the district's regular means of contact. By signing below, you agree that you will read any such information and communications, discuss them with your child, and recognize that you must comply with all rules, procedures, and requirements as they apply at that time.

**Parent (or guardian) and students are required to sign & return
the receipt form below by August 20, 2021.**

Student #1 Signature: _____ Date: _____

Student #2 Signature: _____ Date: _____

Student #3 Signature: _____ Date: _____

Student #4 Signature: _____ Date: _____

Student #5 Signature: _____ Date: _____

Parent or Legal Guardian's Signature: _____

Date: _____

STUDENT'S INTERNET ACCEPTABLE USE AGREEMENT

In order to make sure that all members of Centennial Public School community understand and agree to these rules of conduct, Centennial Public School asks that you as a student user sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the Centennial Public School, and I understand and will abide by those district guidelines and conditions for the use of the facilities of Centennial Public School and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

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

Student #1 Name (Printed): _____

Student #1 Signature: _____ Date: _____

Student #2 Name (Printed): _____

Student #2 Signature: _____ Date: _____

Student #3 Name (Printed): _____

Student #3 Signature: _____ Date: _____

Student #4 Name (Printed): _____

Student #4 Signature: _____ Date: _____

Student #5 Name (Printed): _____

Student #5 Signature: _____ Date: _____

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

Please return this page, signed, to the Centennial Secondary Office no later than Friday, August 20, 2021.

Sincerely,

**Colin Bargaen
Secondary Principal**

COMMUNITIES UNITED FOR A BRIGHTER TOMORROW
EMPOWER, CHALLENGE, AND SUPPORT EVERY STUDENT, EVERY DAY.

2021 - 2022



**CENTENNIAL
PUBLIC SCHOOL**

**Elementary
Student/Parent
Handbook**

Centennial Public School
Elementary
Student/Parent Handbook
2021-22 School Year

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RECEIPT OF THE 2021-2022 STUDENT-PARENT HANDBOOK

PARENT/STUDENT AGREEMENT

RECOGNITION OF POTENTIAL AMENDMENTS OR SUPPLEMENTS

STUDENT’S INTERNET ACCEPTABLE USE AGREEMENT

Section 1 Intent of Handbook

This handbook is intended to be used by students, parents and staff as a guide to the rules, regulations, and general information about Centennial Elementary School. Each student is responsible for becoming familiar with the handbook and knowing the information contained in it. Parents are encouraged to use this handbook as a resource and to assist their child in following the rules contained in this handbook.

Although the information found in the handbook is detailed and specific on many topics, this handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise during any school day, or school year. This handbook does not create a “contract.” The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to assure the wellbeing of all students. The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not

specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies, and state and federal statutes and regulations.

Dear Centennial Elementary Parents/Guardians and Students,

We welcome all of you to the start of the 2021-22 school year at Centennial Elementary School. We want you to enjoy the school experience, to profit from the time spent, and to take advantage of the many opportunities offered at Centennial.

The educational experience is a joint effort between student, parent, and school. We at Centennial encourage the students to “put their best foot forward”, and the parents to become actively involved with your child’s education and the school. Cooperation and communication between all parties involved will create the best possible circumstances necessary to meet your child’s educational needs.

The elementary staff and administration look forward to the opportunity to work with parents and students. We wish you a very satisfying, challenging and successful school year.

Sincerely,

Ken Booth, Elementary Principal
and the Centennial Elementary Staff

Section 2 Members of the Board of Education

Name	Position
Jason Richters	President
Mark Avery	Vice-President
Jodi Cast	Secretary
Doug Cast	Treasurer
Doug Tonniges	Member
Bryce Borchers	Member

Section 3 Administrative Staff

Name	Position
Seth Ford	Superintendent
Colin Bargaen	Secondary Principal
Ken Booth	Elementary Principal
Cara Stoll	Special Education Director
Jenny Wagner	Assistant Principal / Activities Director
Dan Tesar	Operations Director / Technology Coordinator

Section 4 Teaching Staff

Name	Department	Grades
Anstine, Alex	Special Education	K-9
Bargen, Jennifer	Mathematics	11-12
Barjenbruch, Craig	Business/Math	7-12
Barjenbruch, Jordan	5th Grade	5
Breitkreutz, Jessica	Technology Integrationist/Library Media Specialist	PK-12
Chrisman, Dana	1st Grade	1
Dey, Julie	6th Grade	6
Eitzmann, Barry	Mathematics	8-12
Endres, Ann	Family Consumer Science	7-12
Fehlhafer, Kelly	Speech-Language Pathologist	PK-12
Fish, Bob	Guidance Counseling	7-12
Fowler, Jarrett	2nd Grade	2
Godfrey, Amanda	Preschool, Special Education	PK-K
Hanway, Kaylee	4th Grade	4
Harris, Joshua	Instrumental Music/Vocal Music	K-12
Heine, Bridget	Kindergarten	K
Heser, Kelly	Art	K-12
Hirschfeld, Tricia	Interventionist	4-8
Jansen, Ryan	Vocal Music	K-12
Johansen, Rob	Industrial Tech	7-12
Jorgensen, Crystal	3rd Grade	3
Klanecky, Evan	PE	7-12
Klanecky, Nikki	Special Education	7-12

Kucera, McKenna	4th Grade	4
Morenzoni, Liz	5th Grade	5
Ortmeier, Jordan	Social Studies/Criminal Justice	10-12
Ortmeier, Mark	Science/PE	K-8
Ostmeyer, Sarah	Language Arts	10-12
Pair, Becca	Science	10-12
Pankoke, Leah	Business/Technology	7-12
Payne, Phil	Social Studies	7-12
Petersen, Emily	Spanish	8-12
Podliska, Holly	Agriculture	8-12
Polk, Jake	PE	K-6
Pracheil, Molly	2nd Grade	2
Pulliam, Laura	Language Arts	6-8
Rafert, Linda	Title I	K-6
Robinson, Chelsea	Special Education	K-6
Rodine, Drew	Math/Coding and Robotics	6-8
Sams, Brian	Science	9-12
Saunders, Rachel	Language Arts	9-12
Scholl, Cam	Special Education/PE	7-12
Soliz, Danae	1st Grade	1
Warm, Molly	Kindergarten	K
Warren, Ashley	Preschool	PK
Zysset, Jared	3rd Grade	3

Section 5 Support Staff

Name	Position
Tonniges, Lindsey	Nurse
Rhodes, Marge	Bookkeeper
Fickel, Teri	Special Education Secretary

Dickey, Susan	Superintendent Secretary
Jackson, PJ	Secondary Secretary
Fehlhafer, Kara	Secondary Secretary
Kilgore, Kayla	Elementary Secretary
Fortner, Si	Maintenance Technician
Heine, Kathy	Custodian/Transportation
Kirkpatrick, Diana	Custodian
Mogee, Nancy	Custodian
Tieken, Tim	Custodian
Adrienne Heater	Head Custodian/Transportation
Brueggemann, Jayson	Athletic Trainer
Bush, Dianne	Food Service
Janousek, Cathy	Food Service
Oltman, Dixie	Food Service
Walgren, Donna	Food Service
Allen, Dani	Food Service
Wright, Mike	Transportation Supervisor
Backhus, Karyn	Transportation
Dumpert, Nicole	Transportation
Erks, Barb	Transportation
Erks, Ron	Transportation
Gierhan, Brenda	Transportation
Gumaer, Carrie	Transportation
Heine, Kathy	Transportation
Mogee, Bill	Transportation
Richters, Nancy	Transportation/7-12 Study Hall Supervisor
Yamber, Dana	Media/Paraeducator
Black, Heather	Paraeducator
Butzke, Angela	Paraeducator
Choma, Tiffany	Paraeducator
Clonce, Shelbi	Paraeducator
Crawford, Megan	Paraeducator

Diekmann, Donna	Paraeducator
Johnson, Beth	Paraeducator
Kahler, Kathy	Paraeducator
LeDoux, Sarah	Paraeducator
Pavlish, Erin	Paraeducator
Payne, Morgan	Paraeducator
Perkins, Sheena	Paraeducator
Prochaska, Vicki	Paraeducator
Rathjen, Teresa	Paraeducator
Sheehan, Kim	Paraeducator
Steckly, Shannon	Paraeducator
Stuhr, Wendy	Paraeducator

Section 6 School Calendar

Centennial Public School																				
2021-2022 School Calendar																				
August '21							September '21							October '21						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7				1	2	3	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
														31						
14							20							20						
November '21							December '21							January '22						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
														30	31					
19							15							20						
February '22							March '22							April '22						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
		1	2	3	4	5			1	2	3	4	5						1	2
6	7	8	9	10	11	12	6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28						27	28	29	30	31			24	25	26	27	28	29	30
19							18							19						
May '22							June '22							July '22						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
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8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
														31						
14																				

<table style="border: none;"> <tr> <td style="width: 15px; height: 15px; background-color: red; margin-right: 5px;"></td> <td>School Closed/ Holidays</td> </tr> <tr> <td style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></td> <td>P-T Conferences</td> </tr> <tr> <td style="width: 15px; height: 15px; background-color: orange; margin-right: 5px;"></td> <td>Start/End of Quarter</td> </tr> <tr> <td style="width: 15px; height: 15px; background-color: cyan; margin-right: 5px;"></td> <td>1:30 Dismissal - PD</td> </tr> </table>		School Closed/ Holidays		P-T Conferences		Start/End of Quarter		1:30 Dismissal - PD	<table style="border: none;"> <tr> <td style="width: 15px; height: 15px; background-color: gray; margin-right: 5px;"></td> <td>Teacher in-Service Day (no school for students)</td> </tr> <tr> <td style="width: 15px; height: 15px; background-color: green; margin-right: 5px;"></td> <td>First and Last Day of School</td> </tr> <tr> <td style="width: 15px; height: 15px; background-color: purple; margin-right: 5px;"></td> <td>Graduation</td> </tr> </table>		Teacher in-Service Day (no school for students)		First and Last Day of School		Graduation
	School Closed/ Holidays														
	P-T Conferences														
	Start/End of Quarter														
	1:30 Dismissal - PD														
	Teacher in-Service Day (no school for students)														
	First and Last Day of School														
	Graduation														

ARTICLE 1 – MISSION & GOALS

Section 1 School Identity/Mission/Vision Statements

WHO WE ARE...

Communities United for a Brighter Tomorrow

WHAT WE ARE ALL ABOUT...

Empower, Challenge, and Support Every Student, Every Day

WHERE WE ARE HEADED...

We will:

- Engage students in rigorous, relevant and fun learning opportunities that promote academic, physical, social and emotional growth.
- Implement student-centered educational programs that challenge all students to perform at their highest potential.
- Inspire students to be critical thinkers and problem solvers through a variety of methods.
- Support our students when they face challenges and conflicts.
- Build leaders at all grade levels.
- Instill a deep sense of pride in school, community, state and country.
- Build confidence, leadership skills, and workforce skills for all students.
- Provide service opportunities for all students.
- Partner with local businesses and community members to set up real world education, connections and opportunities for all students at all ages.
- Create a positive Culture amongst all employees, families and students.
- Help our students build relationships that last a lifetime.

Section 2 Mutual Respect

The Centennial Public School expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of the student will not be tolerated.

Section 3 Right of Custodial and Non-Custodial Parents

The school district will honor the parental rights of natural and adoptive parents unless those rights have been altered by a court.

The term “custodial parent” refers to a biological or adoptive parent to whom a court has given primary physical and legal custody of a child, and a person such as a caseworker or foster parent to whom a court has given legal custody of a child.

The district will not restrict the access of custodial and non-custodial parents to their students and their students’ records, unless the district has been provided a copy of a court order that limits those rights. If the district is provided such a court order, school officials will follow the directives set forth in the order.

The district will provide the custodial parent with routine information about his or her child, including notification of conferences. The district will not provide the non-custodial parent with such information

on a routine basis, but will provide it upon the non-custodial parent's request unless it has been denied by the courts.

A non-custodial parent who wishes to attend conferences regarding his or her child will be provided information about conference times so both parents may attend a single conference. The district is not required to schedule separate conferences if both parents have been previously informed of scheduled conference times.

If either or both parents' behavior is disruptive, staff members may terminate a conference and reschedule it with appropriate modifications or expectations.

Section 4 Complaint Procedures

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board members, patrons, students and school staff, unless the staff member is subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth below.

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

Complaint and Appeal Process

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.
 - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
 - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
 - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
 - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.
3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:
 - a) Determine whether the complainant has discussed the matter with the staff member involved.
 - 1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.

- 2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Interview the complainant to determine:
 - 1) All relevant details of the complaint;
 - 2) All witnesses and documents which the complainant believes support the complaint;
 - 3) The action or solution which the complainant seeks.
 - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the administrator or Title IX/504 coordinator received the complaint.
4. If either the complainant or the accused party is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint, he or she may appeal the decision to the superintendent.
- a) This appeal must be in writing.
 - b) This appeal must be received by the superintendent no later than ten (10) business days from the date the administrator or Title IX/504 coordinator communicated his/her decision to the complainant.
 - c) The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
 - d) Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 days after the superintendent received complainant's written appeal.
5. If either the complainant or the accused party is not satisfied with the superintendent's decision regarding a complaint, he or she may appeal the decision to the board.
- a) This appeal must be in writing.
 - b) This appeal must be received by the board president no later than ten (10) business days from the date the superintendent communicated his/her decision to the complainant.
 - c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
 - d) The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 days after it received complainant's written appeal.
 - e) There is no appeal from a decision of the board.
6. When a formal complaint about the superintendent of schools has been filed with the president of the board, the president shall promptly and thoroughly investigate the complaint, and shall:
- a) Determine whether the complainant has discussed the matter with the superintendent.
 - 1) If the complainant has not, the board president will urge the complainant to discuss the matter directly with the superintendent, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.
 - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint.

No Retaliation. The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Complaints filed (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (d) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

Section 5 Child Abuse and Neglect

School employees will report suspected abuse or neglect of a child as required by state law and school policy. Nebraska law defines abuse or neglect as knowingly, intentionally, or negligently causing or permitting a minor child or an incompetent or disabled person to be (1) placed in a situation that endangers his or her life or physical or mental health; (2) cruelly confined or cruelly punished; (3) deprived of necessary food, clothing, shelter or care; (4) left unattended in a motor vehicle, if such child is six years of age or younger; or (5) sexually abused; (6) placed in a situation to be sexually exploited through sex trafficking of a minor as defined in state law or by allowing, encouraging, or forcing such person to engage in debauchery, public indecency, or obscene or pornographic photography, films, or depictions; or (7) placed in a situation to be a trafficking victim as defined in state law.

ARTICLE 2 – SCHOOL DAY

Section 1 Daily Schedule

The Centennial Elementary School attendance day begins at 8:10 a.m. and ends at 3:26 p.m. unless otherwise noted. Students are allowed to go to their classrooms beginning at 8:05 a.m.

Section 2 Severe Weather and School Cancellations

SCHOOL CLOSINGS

Advance notice of school closings will be announced by the following radio and TV stations:

KZKX in Lincoln – 96.9 FM

KLKN TV in Lincoln

KAWL in York – 104.9 FM, 1370 AM

KFAB in Omaha – 1110 AM

KOLN TV in Lincoln

KZEN in Central City – 100.3

In addition, the school alert system will be activated.

After School Starts: Every attempt will be made to avoid closing school once classes are in session. In some instances, closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases, as much advance notice as possible will be given to parents. If school is closed during the day, the notice will be broadcast by the media and the school alert system will be activated. **Parents should have a plan in place to accommodate these circumstances.**

What Not To Do: Parents should not attempt to come to school during a tornado warning. **School officials are not permitted to release students from the school building during a tornado warning.** Tornado safety procedures are practiced regularly by students and staff members. Also, parents are urged not to call radio and television stations and school buildings during severe weather. Every effort will be made to provide accurate and timely information through the media.

Emergency Conditions: Centennial Public School has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for Emergency Exit system, Tornado Warning System, and Critical Incident Response.

Tornado Drills: Students are to move quietly and promptly to the location noted by the teacher. Follow all directions that are given.

Fire Drills: Sec. 81-52 of Nebraska School Law requires fire drills to be held once a month. When the alarm sounds, all people (employees included) will file out in a quiet and orderly fashion through the prescribed exit to a predetermined location.

ABSOLUTELY NO RUNNING. The proper exit location from all rooms will be shared by each teacher. When the “return to building” announcement is given, students are requested to return quietly to their respective rooms.

Section 3 Closed Campus

All students are required to remain on campus during the school day.

ARTICLE 3 – USE OF BUILDING & GROUNDS

Section 1 Arrival at School

Students are expected to arrive at school **NO MORE THAN 20 MINUTES PRIOR** to the first class or school program which they are participating. **Prior to that time, the school is not responsible for supervision of the students.** Students are to enter through their assigned entrance and proceed to designated areas.

Section 2 Dismissal from School

Students will be dismissed at the end of the last period of the school day unless there are other circumstances (early dismissal, detention, etc..). Upon dismissal, students must leave the school grounds and proceed home or to a previously designated location unless participating in a school-sponsored activity. **The school is not responsible for supervision of students once the students are to have left school grounds.**

Section 3 Late Starts and Early Dismissals

Certain days on the calendar are “shortened days,” meaning that the school day starts or ends other than on the normal schedule. Parents are strongly encouraged to be aware of those days so their children are not left in an unsupervised situation or without a means to get home upon dismissal.

Section 4 Signing a Child In and Out of School

Parents or guardians are required to sign their children in and/or out of school if they are entering after their first class or leaving prior to their final class. The parent or guardian must report to the main office for this purpose. The schools will only release children to adults designated by the parent.

If there is a special circumstance, such as a court order limiting access to a student by a parent or guardian, affecting who a student can be released to, the parent must inform the Principal and provide the Principal with a copy of that order to maintain on file at the school.

Section 5 Supervision at Dismissal

Parents or guardians of children in grades K to 5, where the child does not use district-provided transportation after dismissal, may request the school or program not release the child to walk home after dismissal unless the child is released to the parent or legal guardian or an escort designated by the parent or guardian. The parent or guardian may designate up to 2 escorts. Parents or guardians

requesting their children only be released to the parent or guardian or a designated escort after dismissal must submit a completed written request with the Principal to this effect.

Students who leave before the end of the day are to be signed out by a parent or guardian or an escort designated by the parent or guardian.

Section 6 Emergency Closing Procedures

Parents are requested to provide an emergency contact telephone number to have on file in the event of an emergency closing or any other general or individual situation that requires the immediate presence of a parent/guardian. In the event that parents do not have such a number or cannot be contacted, it will be assumed that the parent has instructed their children concerning the procedure they are to follow should school be dismissed early. Realizing that the school might be unable to reach all parents, it is suggested that all children be advised as to what they are to do should they ever be dismissed early. It is recommended that parents give their children an alternate destination and that the building principal be made aware of this information.

If conditions allow and supervision is available in the event of an early dismissal, the child will be held in school until the normal dismissal time. If the parent or guardian has not arrived to pick up the child by the normal dismissal time, law enforcement or child protective services may be contacted to ensure the safety of the child.

Section 7 Visitors

Upon entering the main entrance, all visitors must report to the superintendent's office to sign-in and receive a visitor's pass. For the safety of our students and staff, visitors who check into our building will need to have a staff member escort them throughout the building to their destination. If dropping off supplies for your child, you will be asked to leave these supplies in the Superintendent's Office, and the supplies will be delivered to your child by a staff member. When exiting the building, you will also need to be escorted by a staff member.

Parents are welcome at all times, as long as your visit is not disruptive to the learning environment. Please sign-in/out at the superintendent's office upon entering/exiting the school. Visitations during the first week of school and the last week of school will require extraordinary reasons or permission from administration. Please notify the child's teacher IN ADVANCE OF YOUR VISIT to avoid scheduling conflicts. Visits of two hours or less in duration are allowable.

Section 8 Smoke-Free Building

Centennial Public School declares our entire school building to be smoke-free. We would appreciate your help in meeting the goal of a smoke and tobacco-free environment for our children. When you attend school events, including athletic events, please remember that our buildings are smoke and tobacco-free, and abide by our District's policy.

Section 9 Care of School Property

1. Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school.
2. Students who disfigure property, break windows, or do other damage to school property or equipment will be required to pay for the damage done or replace the item.

Fines are determined on books according to the following criteria:

1. **Broken covers** – replacement cost of the textbook
2. **Obscenities (words or pictures) written** – replacement cost of the textbook
3. **Torn pages** – tape if possible; if not possible, \$2.00 per page to cost of the textbook
4. **Torn or damaged cover** - \$5.00
5. **Ink marks (if not erasable)** - \$2.00 per page to cost of the textbook
6. **Water damage** - \$5.00 for minor damage; replacement cost of the textbook for major damage
7. **Defacing cover, edges, etc.** - \$10.00

8. **Lost** – replacement cost of the textbook
9. **Broken binding** - \$10.00
10. **Missing pages** – replacement cost of the textbook

School-issued items that are stolen or damaged from unlocked lockers are the responsibility of the student to whom they were issued. Students must pay all fines before they can receive school publications and final grades.

Section 10 Lockers

Each student in grades 3-5 will be assigned a locker. Each locker will be provided with a built-in lock for security. Students must use their own lockers and are not to share lockers with other students except as assigned by school officials. We recommend that the locker remain locked at all times when not open for use by the student to whom it is assigned. Students are responsible for the cleanliness inside their locker and the door of their locker. Students may be assessed a fine for damage to lockers.

Section 11 Search of Lockers and Other Types of Searches

Student lockers, desks, computer equipment, and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding usage of or items placed in or on school property, including student vehicles parked on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers, and other such property may be conducted at the discretion of the administration.

The following rules shall apply to searches of students and of a student's personal property and to the seizure of items in a student's possession or control:

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or a school rule violation. The search must be conducted in a reasonable manner under the circumstances.
2. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be taken and kept by school officials. Any firearm or other weapon shall be confiscated and delivered to law enforcement officials as soon as practicable.
3. Items which have been or are reasonably expected to be used to disrupt or interfere with the educational process (that is, "nuisance items") may be removed from student possession.

Section 12 Video Surveillance

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

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

Section 13 Use of Phone

Incoming Calls: The office will attempt to cooperate with parents or guardians in order to deliver messages to students during school hours. Messages will be written and delivered to students. Only in cases of extreme urgency will students be called out of class. Calls for students during school hours are disturbing to normal school routine and should be held to a minimum and for emergency purposes

only.

Out-Going Calls: The school telephone is primarily for school business and shall not be used for personal calls. Students finding it necessary to make calls are to come to the office to gain permission to use the school's phone. In an emergency, an office phone may be used with permission from office personnel.

Section 14 Bicycles

Bicycles must be parked in the racks provided. All bicycles should be equipped with locks. The school is not responsible for damage or theft of parts while bicycles are on school property.

Section 15 Personal Items

The school provides the necessary equipment for classroom and school day activities. **Students should not bring items such as athletic equipment, electronic devices, toys, or other similar personal items to school unless they have the prior permission of their classroom teacher or a school administrator. The school is not responsible for damaged or lost personal items or equipment.**

Section 16 Exercise and Fresh Air

The school believes in exercise and fresh air for active, healthy children. Because of that, all children will be expected to go outside except under extreme circumstances. Parents/Guardians should see that children are provided with appropriate dress and protective footwear. We realize that circumstances arise which make it necessary for the students to remain inside. Parents/Guardians are asked to send a written request when they do not want their child to go outside because of some short term cold or illness.

Section 17 Personal Party Invitations

Birthday and other party invitations may not be distributed at school. Because we value equity, we want to avoid hurt feelings when some children receive invitations while others do not. As such, all private party arrangements must be made outside of school -- this includes bringing overnight bags, sleeping bags and presents to school. **The school will not release directory type information about our students, including addresses or phone numbers, to be used for invitations.**

Section 18 Lost and Found

Students who find lost articles are asked to take them to the office, where the articles can be claimed by the owner. If articles are lost at school, report that loss to office personnel. **It is recommended to put your students name on all items that may be removed while at school, to assist in getting lost items back to the rightful owner.**

Section 19 Accidents

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the Principal or another district administrator.

Section 20 Insurance

Under Nebraska law, the District may not use school funds to provide general student accident or athletic insurance. The District requires that all student participants in athletic programs have injury and accident insurance and encourages all students who are in classes with risk of personal injury or accident to have insurance coverage. The district does not make recommendations, nor handle the premiums or claims for any insurance company, agent, or carrier. Information about student insurance providers will be available in the school office or on school bulletin boards.

Section 21 Bulletins and Announcements

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved by the Principal's office. The person or organization responsible for distributing the posters is responsible to see that all posters are removed within a week after the event.

Section 22 Copyright and Fair Use Policy

The school district complies with federal copyright laws. Students must comply with copyright laws when using school equipment or working on school projects and assignments. Federal law prohibits the unauthorized reproduction of works of authorship, regardless of the medium in which they were created.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. "Fair use" of a copyrighted work includes reproduction for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research. Students who are unsure whether their proposed reproduction of copyrighted material constitutes "fair use" should consult with their teacher or building principal, review the school district's copyright compliance policy, and review *Copyright for Students* found at <https://www.whoishostingthis.com/resources/student-copyright/>. You can find more information on copyright compliance requirements and permitted uses from the U.S. Copyright Office and the Library of Congress at the following site: <http://www.loc.gov/teachers/usingprimarysources/copyright.html>.

ARTICLE 4 – ATTENDANCE

Section 1 Attendance Policy

Regular and punctual student attendance is required. The Board's policies require such attendance, the administration is responsible for developing further attendance rules and regulations, and students and parents are responsible for developing behaviors which will result in regular and punctual student attendance.

Section 2 Attendances and Absences

Absences from School - Definitions

An absence from school will be reported as: (1) an excused absence or (2) an unexcused absence.

1. Excused Absences. Absences should be cleared through the Principal's office in advance whenever possible. An absence or tardy, even by parental approval, may not be excused. All absences, except for illness and/or death in the family, require advance approval. An absence for any of the following reasons will be excused, provided the required procedures have been followed:
 - a. Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents)
 - b. Illness which causes a student to be absent from school
 - c. Doctor or dental appointment which require student to be absent from school (**with note from doctor or dentist to verify excuse**)
 - d. Court appearances that are required by a court order and the **student is not responsible for needing to be in court**
 - e. School sponsored activities which require students to be absent from school
 - f. Family trips in which student accompanies parent(s)/legal guardian(s)
 - g. Other absences which have received prior approval from the Principal.

The Principal has the discretion to deny approval for the latter two reasons, depending on circumstances such as the student's number of other absences, the student's academic status, the tests or other projects which may be missed, and in the case of a family trip, whether the trip could be taken during non-school time and the educational nature of the trip.

2. Unexcused Absences: An absence which is not excused is unexcused. If a student's absence is unexcused, the student will be required to make-up work and may be required to make up the time missed.

A student who engages in unexcused absences may be considered truant as per state law, Neb.Rev.Stat. § 79-201. Truancy is a violation of school rules. The consequence of such action may include suspension from classes, and the student may be required to make up the time missed. Students who leave the school premises without permission during the school day will be considered truant.

Mandatory Ages of Attendance

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

Exceptions for Younger Students

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

Exceptions for Older Students

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

Early Withdrawal for Students Enrolled in Accredited or Approved Schools

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

Exit Interview

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

The exit interview shall be personally attended by:

- The child, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable;
- the person who has legal or actual charge or control of the child who requested the exit interview;
- the Superintendent or Superintendent's designee;
- the child's principal or the principal's designee if the child at the time of the exit interview is enrolled in a school operated by the school district; and

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

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

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

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

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

Withdrawal Form

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

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

Early Withdrawal for Students Enrolled in an Exempt School (Home Schools)

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

Section 3 Absence Procedures

A student will not be allowed to enter class after an absence until an admit slip, based upon a written parental excuse, is issued by the Principal's office. Work must be made up within the time allowed on the admit slip. Students missing classes for school activities must present a completed activities dismissal slip to the sponsor before being allowed to leave for the activity.

For excused absences, two school days will be allowed to make up the work for each day missed with a maximum of ten (10) days allowed to make up work. If requested, assignment sheets will be prepared for students who are ill. If parents and/or students request assignment sheets, the school should be contacted by no later than 9:30 a.m.

For unexcused absences, the student will receive a failing mark for or in each class period missed.

Section 4 Make-Up Work

Written make-up work may be assigned for each day missed, regardless of the type of absence. If make-up work is not completed, students will receive no credit for the work required. The time each student is allowed will be determined by mutual agreement between the student and teacher. The student has the responsibility to contact teachers, initially, regarding make-up assignments.

Section 5 Attendance is Required to Participate in or Attend Activities

Students must attend school all day the day of any scheduled school activity in order to participate in or attend the activity. This includes sports contests, practices, and music programs. Failure to attend on that day will result in a student being withheld from participation in or attendance at the activity. The principal retains the right to grant participation should exceptional circumstances prevail.

Section 6 Truancy

Reporting and Responding to Truant Behavior

Any administrator, teacher, or member of the Board of Education who knows of any failure on the part of any child age 6 to 18 to attend school regularly without lawful reason shall within three days report such violation to the Superintendent. The Superintendent shall immediately cause an investigation into any such report to be made. The Superintendent shall also investigate any case when, of his or her personal knowledge, or by report or complaint from any resident of the district, the Superintendent believes that any child is unlawfully absent from school. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to remediate the child's truant behavior. Such services shall include, as appropriate, the services listed under the "Excessive Absenteeism" policy.

Excessive Absenteeism

Students who accumulate five (5) absences in a quarter and/or twenty (20) absences in a school year shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis or a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:

1. Referral to the Seward County Truancy Prevention Office.
2. One or more meetings may be held between a school attendance officer, school social worker, the school principal or a member of the school administrative staff as designated by the school administration, the parent/guardian, and the student to develop a collaborative plan to improve regular attendance. If the parent/guardian refuses to participate in such meeting, the principal shall place in the student's attendance records documentation of such refusal.
3. Educational counseling to determine whether curriculum changes, including but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child.
4. Referral to Student Assistance Team and/or an educational evaluation, which may include a psychological evaluation, to assist in determining the specific condition, if any, contributing to the excessive absenteeism problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.
5. Investigation of the excessive absenteeism problem by the Seward County Truancy Prevention Office to identify conditions which may be contributing to the excessive absenteeism problem. If services for the child and his or her family are determined to be needed, the person performing the investigation shall meet with the parent/guardian and the child to discuss any referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the excessive absenteeism problem.

Reporting Excessive Absenteeism to the County Attorney

- A. Twenty Excused Absences: If a student accumulates more than twenty (20) absences per year and all of the absences are due to documented illness that makes attendance impossible or impracticable or are otherwise excused by school authorities, the attendance officer may report such information to the county attorney of the county in which the person having control of the student resides.
- B. Twenty Unexcused Absences: If a student accumulates more than twenty (20) absences per year, and any of the absences are not excused, the attendance officer shall file a report with the county attorney of the county in which the person having control of the student resides. The report shall be made on a form which includes the following two statements, one of which must be designated by the school representative signing the report: (a) The school representative requests additional time to work with the student prior to intervention by the county attorney; and (b) the school representative believes that the school has used all reasonable efforts to resolve the student's excessive absenteeism without success and recommends county attorney intervention. If further action is necessary to address the child's attendance, the initial meeting between the parent or guardian of the child, the school, and the county attorney or his or her designee shall be at a location determined by the school.
- C. Other: A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.

Reporting Excessive Absenteeism to the Commissioner

The Superintendent or designee shall report on a quarterly basis to the Commissioner of Education as directed by the Commissioner regarding the number of and reason for any long-term suspension, expulsion, or excessive absenteeism of a student; referral of a student to the office of the county attorney for excessive absenteeism; or contacting of law enforcement officials (other than law enforcement officials employed by or contracted with by the District as school resource officers) by the District relative to a student enrolled in the District.

Advisory Procedures

- A. Advisory letters will be sent to parents or guardians when their child has accrued four (4) and seven (7) absences per class during the semester.
- B. After seven (7) absences, the parent/guardian/student will be notified of potential retention by the principal.

Student's Rights to Due Process

The following procedure will be followed to ensure due process.

- A. THE FACULTY COMMITTEE ON ABSENTEEISM
 - 1. Parents/Guardians/Students who wish to appeal the potential retention must make this request within seven (7) days of notification. Requests for appeal must be made in writing on forms supplied by the principal.
 - 2. The Faculty Committee on Absenteeism shall review all absences/tardies and exceptions to the limitation on absences. Chronic and/or extended illness and/or other unusual circumstances will be considered.
 - 3. A determination will be made individually on each case.
 - 4. The Faculty Committee on Absenteeism shall not exercise the right to take credits from a student.
 - 5. The Faculty Committee on Absenteeism shall make its recommendation in writing to the principal.
- B. THE PRINCIPAL, PARENT/GUARDIAN, AND STUDENT
 - 1. The principal will render a decision within three (3) days after receiving the committee's recommendation and notify the student/parent/guardian.

2. The request for a hearing may be filed by the student or the student's parents/guardians and presented within seven (7) days following the notification of pending loss of credit.

C. THE SUPERINTENDENT

Upon rendering a decision, the principal will forward the decision to the superintendent. If the student is to be denied credit, the superintendent will either support the denial or grant an extension of absences. If the superintendent supports the principal's decision, he/she will notify the student/parent/guardian. The affected party may then request a hearing before the Board of Education. This request must be made within seven (7) days after receiving notification.

D. THE BOARD OF EDUCATION

1. The Board of Education shall serve as the appeal body and may grant or deny an extension of absences after hearing the case.
2. The administration and Board of Education reserve the right to ask for a medical opinion in cases of prolonged or chronic illness.

Attendance Hearings

All attendance hearings will be scheduled for the last week of the semester.

Section 7 Tardiness

Students will be considered tardy to school if they are not seated in their assigned class or ready and attentive in their assigned area when the bell for their first class rings.

Section 8 Leaving School

Students who must leave school for any reason during the school day must check out at the office before leaving. Students leaving school must be cleared in advance by a note or phone call from the student's parent or legal guardian. Upon returning to school that same day, students are expected to check in at the office. Students who leave without permission and/or without signing out in the proper manner will be considered truant.

ARTICLE 5 – SCHOLASTIC ACHIEVEMENT

Section 1 Grading System

Centennial Elementary School will use the following grading system:

Kindergarten students are graded on progress toward grade-level state/national standards. The grade symbols are:

- E = Exceeds the Standard
- M = Meets the Standard Consistently
- P = Progressing Toward the Standard
- B = Beginning Level of the Standard

Grade 1 and 2 students receive report card grades: The following letter grades/symbols are used:

Grading Symbol and Effort Code

- O = 95 – 100 Outstanding
- S+= 90- 94 Very good
- S = 80 – 89 Satisfactory
- N = 70 – 79 Needs Improvement
- U = 0 – 69 Unsatisfactory

Grade 3-5 students receive report card grades. The following symbols are used:

Grading System Achievement

A+ = 99-100

A = 95-98

A- = 93-94

B+ = 91-92

B = 88-90

B- = 86-87

C+ = 84-85

C = 80-83

C- = 78-79

D+ = 76-77

D = 72-75

D- = 70-71

F = 0-69

Elementary physical education, instrumental music, vocal music and library skills are graded as follows:
Very Good (S+), Satisfactory (S), Progressing (S-), Needs Improvement (N).

Each teacher should define for students the grading procedures to be used in their classes.

Section 2 Promotion and Retention

Any elementary teacher considering the retention of a student must submit a report of the reasons to the elementary principal. The report shall include a summary of conferences held with the parents/guardians.

The teacher, parents and elementary principal will attempt to reach a unanimous decision on whether or not a student will be retained. If agreement cannot be reached the final decision will be made by the elementary principal.

Section 3 Interim Reports

Various supplemental reports may be sent to parents throughout the school year concerning student's performance. These reports may describe student work of an exceptional nature or work which needs improving. These reports will be sent as the teacher determines.

Section 4 Report Cards

Report cards are issued at the end of each quarter, or nine-week sessions. Grades are used to designate a student's progress.

Section 5 Parent-Teacher Conferences

Parent-teacher conferences will be held during the 1st quarter and 3rd quarter. Refer to the school calendar for the schedule. Conferences with teachers, at any other time, are possible by calling the school office and making arrangements with one or more teachers as needed.

Section 6 Academic Integrity

A. Policy Statement

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

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

B. Definitions

The following definitions provide a guide to the standards of academic integrity:

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

Cheating includes, but is not limited to:

- a. Tests (includes tests, quizzes, and other examinations or academic performances):
 - i. Advance Information: Obtaining, reviewing, or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.
 - ii. Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices, or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
 - iii. Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.
 - iv. Use of Other Student to Take Test. Having another person take one’s place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
 - v. Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student’s real reason for missing class was because the student was not prepared for the test.
- b. Papers (includes papers, essays, lab projects, and other similar academic work):
 - i. Use of Another’s Paper: Copying another student’s paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
 - ii. Re-use of One’s Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
 - iii. Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student’s work. For example, a student engages in cheating if the student has a draft essay reviewed by the student’s parent or sibling, and the essay is substantially re-written by the student’s parent or sibling. Assistance from home is encouraged, but the work must remain the student’s.
 - iv. Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
 - v. Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student’s real reason for missing class was because the student had not finished the paper.

- c. Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.
2. "Plagiarism" means to take and present as one's own material a portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works.

Plagiarism includes but is not limited to:

- i. Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
- ii. Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
3. "Contributing" to academic integrity violations means to participate or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at test answers, to copy papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

C. Sanctions

The following sanctions will occur for academic integrity offenses:

1. Academic Sanction. The instructor will refuse to accept the student's work in which the cheating or plagiarism took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work. Credit for the class may be withheld pending successful completion of the replacement test or project.
2. Report to Parents and Administration. The instructor will notify the principal of the offense and the instructor or principal will notify the student's parents or guardian.
3. Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in a serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

ARTICLE 6 – SUPPORT SERVICES

Section 1 Special Education Identification and Placement Procedures

What Does Special Education Mean?

Special education means educational experiences, curriculum and services, including transportation, through the use of staff, facilities, equipment and classrooms which have been adapted to provide special instruction for students with disabilities. In addition, special education provides the support services necessary for evaluation, placement, and instruction for students with disabilities. These services are free to parents, unless they elect to place their child in a program other than one approved by the school district.

How are Students With Disabilities Identified?

The first step is for parents to provide written permission to have their child evaluated. The request for permission will include a description of the action to be taken and a description of each evaluation procedure. Written statements showing the results of the evaluation and the reasons for placement in a special education program must be kept on file. Within 30 days after a student has been verified as having a disability, a conference will be held with parents. Advance notice will be given. At the conference, an Individual Education Program (IEP) will be developed.

Students Who May Benefit

A student verified as having autism, behavior disorder, hearing impairment, mental handicap, orthopedic impairment, other health impairment, specific learning disability, speech language impairment, traumatic brain injury, or visual handicap may be placed in regular education with support services or may benefit from a special education classroom or service.

Independent Evaluation

If a parent disagrees with an evaluation completed by the school district, the parent has a right to request an independent educational evaluation at public expense. Parents should direct inquiries to school officials to determine if the school district will arrange for further evaluation at public expense. If school district officials feel the original evaluation was appropriate and the parents disagree, a due process hearing may be initiated. If it is determined that the original evaluation was appropriate, parents still have the right to an independent educational evaluation at their own expense.

Re-evaluation

Students identified for special education will be reevaluated at least every three years by the IEP team. The IEP team will review existing evaluation data on the student and will identify what additional data, if any, are needed. The school district shall obtain parental consent prior to conducting any reevaluation of a student with a disability.

Individual Education Program (IEP)

Each student with a disability must have a written IEP prepared by the staff in cooperation with parents specifying programs and services which will be provided by the schools. If necessary, the district will arrange for interpreters or other assistants to help parents in preparing and understanding the IEP. Once in place, the program is reviewed on a regular basis with the parent.

An IEP is developed in a conference setting. Parents will be notified of the persons who will be in attendance. The IEP conference shall include at least the following:

1. A representative of the school district;
2. An individual who can interpret the instructional implications of evaluation results;
3. One or both parents;
4. The child (when appropriate);
5. At least one regular education teacher if the child is or may be participating in the regular education environment;
6. At least one special education teacher;
7. A representative of the nonpublic school if the child is attending a nonpublic school;
8. A representative of a service agency if the child is receiving services from an approved service agency; and
9. Other individuals, at the discretion of the parent or school district.

It is permissible for parents to bring other persons to the IEP meeting, but it is a good idea to inform the school before the scheduled meeting. The school district will provide parents with a copy of the IEP.

Special Education Placement

The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). The school district must assure that students with disabilities are educated to the maximum extent possible with students who do not have disabilities. Students are entitled to have supplementary aids and services to help them in a regular educational setting. Students with disabilities may be placed in special classes, separate schools, or other situations outside the regular educational environment when the nature of the child's needs require specialized educational techniques which are not available in current settings. Determination of a student's educational placement will be made by a team of persons who knows the student and who understands the tests and procedures that assess the student's learning abilities. Team members know the available programs and services which might help the student. Parents are asked for written consent to determine whether they approve of the educational placement recommended for their child. If the parent does not speak English or is hearing impaired, an interpreter may be requested. Written notice shall be given to parents in a reasonable time before the school district: 1. Proposes to initiate or change the identification, evaluation, verification, or educational placement of a child or the provision of a free appropriate public education; or 2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

Alternative Programs

Parents have a right to know about available private and public programs, other than those offered by the schools. The school district staff will provide information about those programs on request. If parents place the student in one of those programs, however, the school district is not required to pay for the student's education.

Transportation of Students Receiving Special Education

The district special education staff will make arrangements for transportation for eligible students to the extent such is required by the student's IEP. Students assigned to special education programs requiring attendance at schools outside their regular attendance area will be transported. Special conditions may warrant that special education students receive transportation to their assigned schools. If parents are dissatisfied with a transportation decision, they may contact the superintendent for a review.

Access to Student Records

Parents have the right to inspect and review any education records relating to their child which are collected, maintained, or used by the school district in providing educational services.

Nonpublic School Students

Students in state-approved nonpublic schools may participate in special education programs in the same manner as public school students.

Parental Review of Programs

Parents who want to review their child's placement for any reason should request an IEP team meeting. If parents are not satisfied with the results of the conference, they may appeal to the Nebraska Department of Education for a formal hearing to be conducted by a state hearing officer. Parents dissatisfied by the findings and decisions made in a state level hearing have the right to bring civil action.

Plans and Budget

With the exception of personally identifiable student records, district special education plans and budgets are available for public inspection.

This is a summary of the Centennial Public School district plan for special education students. Anyone interested in obtaining a copy of the complete district policy or a copy of the Nebraska Department of Education Rule 51 (complaint procedures) or Rule 55 (appeal procedures) may contact the superintendent at the Centennial Public School Superintendent's Office.

Section 2 Guidance Services

The Centennial Public School employs a guidance counselor for the purpose of assisting with the District's testing program, to assist with scheduling. If students wish to see a counselor, they are encouraged to stop by the counselor's office and make arrangements for an appointment.

Section 3 Health Services

School Nurse

Centennial Public School employs a full-time school nurse. All students who become ill during the school day must visit the nurse's office. If she determines the illness warrants going home, she will initiate such proceedings.

Student Illnesses

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home include: temperature greater than 100°F., vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves.

Parents are encouraged to include emergency daytime phone numbers on each child's enrollment card so parents can be reached if their child becomes ill or injured while at school. Parents should also inform the school health office staff of health related information they feel is important for their student's success in the classroom and/or safety at school.

Guidelines for Administering Medication

Whenever possible, children should be provided medications by parents outside of school hours. In the event it is necessary that a child takes or has medication available at school, the parents/guardians must provide a signed written consent for the child to be given medication at school. A consent form is available at the school health office. If a child has asthma or diabetes and is capable of self-managing his or her health condition, parents should contact the health office to develop a self-management plan.

Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. All medications also require a physician's authorization to be given at school. The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR). Parents should limit the amount of medication provided to the school to a two-week supply.

Self-Management of Diabetes or Asthma/Anaphylaxis

Subject to school policy, the school district will work with the parent or guardian in consultation with appropriate medical professionals to develop a medical management plan for a student with diabetes, asthma, or anaphylaxis. Parents desiring to develop such a plan should contact the school nurse.

Essential Oils

Use/Application in school: No staff member, including the school nurse, will be allowed to administer or diffuse homeopathic remedies such as essential oils, creams, or lotions containing essential oils.

Parents may administer these remedies to their own children, unless the scent from these remedies triggers an adverse reaction to other students or staff in school.

Reasons for the decision:

1. Not FDA regulated;
2. Known to trigger asthma attacks in asthmatics;
3. Known to trigger allergic reactions in some;

4. Chemical sensitivities - headaches, nausea, dizziness, rashes, respiratory difficulty (including asthmatic episodes), and cognitive dysfunction. The more immune-compromised a person is, the more likely they are to have these sensitivities;
5. Seizures - those who are prone to seizures may be adversely affected.

School Health Screening

Children in Preschool and Kindergarten through fourth grade, as well as children in seventh and tenth grades, are screened for vision, hearing, dental defects, height, and weight. Scoliosis screening is not required by the state and will not be done unless a request is made by the parent/guardian. Students entering the Student Assistance Process at any grade level, and those about whom health concerns are identified to the school nurse, may also be screened. Parents who do not wish their child to participate in the school screening program must communicate this in writing to the school health office at the start of the school year. Because Nebraska statutes require school-age screening, parents who remove their child from the screening program must submit findings from an alternate medical provider to the school by December 1.

Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six months prior to entrance into kindergarten and, in the case of transfer from out of state, to any other grade. A physical examination is also required prior to entrance into the seventh grade. The physical examination is to be completed by a physician, a physician's assistant, or an advanced practice registered nurse; the visual evaluation is to be completed by any of the foregoing or an optometrist. A parent or guardian who objects to the physical examination and/or visual evaluation may submit a written statement of refusal for his or her child. Waiver forms are available in the school health office. Additional physical examination requirements exist for students participating in athletic participation.

Immunizations

Students must show proof of immunization. A student who does not comply with the immunization requirements will not be permitted to continue in school. Students with medical conditions or sincerely held religious beliefs which do not allow immunizations must complete a waiver statement or affidavit. Forms are available in school health offices. Unimmunized students may be excluded from school in the event of a disease outbreak.

Summary of the School Immunization Rules and Regulations for the 2021-2022 School Year

Student Age Group	Required Vaccines
Ages 2 through 5 years enrolled in a school based program not licensed as a child care provider	4 doses of DTaP, DTP, or DT vaccine 3 doses of Polio vaccine 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age 3 doses of pediatric Hepatitis B vaccine 1 dose of MMR or MMRV given on or after 12 months of age 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age
Students entering school (Kindergarten or 1 st Grade depending on the school district's entering grade)	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4 th birthday 3 doses of Polio vaccine 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
Students entering 7 th grade	Must be current with the above vaccinations AND receive 1 dose of Tdap (contain Pertussis booster)
Students transferring from outside the state at any grade	Must be immunized appropriately according to the grade entered.

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services. For additional information, call 402-471-6423.

The School Rules & Regulations are available on the internet:

<http://dhhs.ne.gov/Immunization/School-Summary-RR-English.pdf> (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011) **Updated 01/26/201**

Birth Certificate Requirements

State law requires that a certified copy of a student's birth certificate be provided within 30 days of enrollment of a student in school for the first time. A certified copy may be obtained from the Bureau of Vital Statistics in the state in which the child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, P.O. Box 95065, Lincoln, NE 68509-5065. There is a fee per certificate.

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal of the state of Nebraska on it and is signed by the director of vital statistics.

If a birth certificate is unavailable, other reliable proof of a student's identity may be used. These documents could include naturalization or immigration documents showing date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Communicable Diseases

Any student who has contracted a contagious disease may be restricted from attendance at school until the student is no longer contagious. The school district uses the Title 173- Nebraska Health and Human Services/Control of Communicable Disease, Chapter 3 of the Nebraska Administrative Code as a “best practice” guideline for contagious and infectious diseases. If there are questions regarding the communicability of your child’s health condition or if you know your child has contracted a contagious or communicable disease or condition, please call the school nurse’s office.

Guidelines for Head Lice

The following guidelines are in place to better control a nuisance condition, reduce absenteeism due to head lice, and involve parents as partners with the school’s control efforts:

1. Children will be sent home from school for live head lice. In the event a child has two cases of live lice in a semester, the child will be sent home until free of both live lice and nits (eggs).
2. Health office staff will provide written treatment information and instructions, including how to check and identify head lice*.
3. A child who is sent home from school for head lice should miss no more than two school days.
4. A child who has been sent from school due to head lice must come to the health office for inspection before returning to class.
5. A child who returns to class with nits (eggs) will be checked again in 7-10 days.
6. Families are encouraged to report head lice to the school health office.
7. Classroom-wide or school-wide head checks will be conducted as needed in order to control the condition at school.

*Nit removal will be emphasized for effective management of the condition. For more information, call the nurse at school.

Section 4 Transportation Services

Transportation to and from school is provided to students in accordance with law and Board policy. Students may also be provided transportation on field trips and when participating in school activities. Students are expected to follow the behavioral expectations for riding school buses which are listed in

ARTICLE 7 – DRUGS, ALCOHOL, & TOBACCO

Section 1 Drug-Free Schools

The District implements regulations and practices which will ensure compliance with the Federal Drug-Free Schools and Communities Act and all regulations and rules promulgated pursuant thereto. The District’s safe and drug-free schools program is established in accordance with principles of effectiveness as required by law to respond to such harmful effects.

Section 2 Education and Prevention

This District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs, which will include in the curriculum the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades of this School District. Further, this District will have proper in-service orientation and training for all employed staff.

Drug and Alcohol Use and Prevention

By this handbook, each student of the District is hereby provided a copy of the standards of conduct for student behavior in the District which prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school’s activities.

Drug and Alcohol Education and Prevention Program of the District Pursuant to the Safe and Drug-Free Schools and Communities Laws and Regulations

All students are provided age appropriate, developmentally based drug and alcohol education and prevention programs for all students of the schools. It shall be the policy of the District to require instruction at such grade level concerning the adverse effects resulting from the use of illicit drugs and alcohol. Such instruction shall be designed by affected classroom teachers or as otherwise directed by the Board to be appropriate to the age of the student exposed to such instruction. One of the primary objectives shall be the prevention of illicit drug and alcohol use by students. It shall further be the policy of the District to encourage the use of outside resource personnel such as law enforcement officers, medical personnel, and experts on the subject of drug and alcohol abuse, so that its economic, social, educational, and physiological consequences may be made known to the students of the District.

It shall further be the policy of the District, through the instruction earlier herein referred to, as well as by information and consistent enforcement of the Board's policy pertaining to student conduct as it relates to the use of illicit drugs and the unlawful possession and use of alcohol, that drug and alcohol abuse is wrong and is harmful both to the student and the District, as well as its educational programs.

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs

All students shall be provided information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs within sixty miles of the administrative offices of the District or, where no such services are found, within the State of Nebraska. Information concerning such resources shall be presented to all of the students of the District upon request by the Guidance Counselor.

In the event of disciplinary proceedings against any student for any District policy pertaining to the prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol, appropriate school personnel shall confer with any such student and his or her parents or guardian concerning available drug and alcohol counseling, rehabilitation, and re-entry programs that appropriate school personnel shall consider to be of benefit to any such student and his or her parent or parents or guardian.

Section 3 Standards of Student Conduct Pertaining to Drugs, Alcohol & Tobacco

(In addition to standards of student conduct elsewhere adopted by Board policy or administrative regulation to absolutely prohibit the unlawful possession, use, or distribution of illicit drugs or alcohol on school premises or as a part of any of the school's activities.) This shall include such unlawful possession, use, or distribution of illicit drugs and alcohol by any student of the District during regular school hours or after school hours at school sponsored activities on school premises, and at school sponsored activities off school premises.

Conduct prohibited at places and activities as hereinabove described shall include, but not be limited to, the following:

1. Possession of any controlled substance, possession of which is prohibited by law.
2. Possession of any prescription drug in an unlawful fashion.
3. Possession of alcohol on school premises or as a part of any of the school's activities.
4. Use of any illicit drug.
5. Distribution of any illicit drug.
6. Use of any drug in an unlawful fashion.
7. Distribution of any drug or controlled substance when such distribution is unlawful.
8. The possession, use, or distribution of alcohol.
9. The use or possession of any tobacco product, including the use of vapor products, or any other such look-alike product.

It shall further be the policy of the district that violation of any of the above prohibited acts will result in disciplinary sanction being taken within the bounds of applicable law, up to and including short term suspension, long term suspension, expulsion, and referral to appropriate authorities for criminal prosecution.

Drugs and Alcohol Prohibited - Standards of Conduct for Students and Employed Staff

The manufacture, possession, selling, dispensing, use or being under the influence of alcohol or any alcoholic beverage or alcoholic liquor on school grounds, or during an educational function, or event off school grounds, or off school grounds if there is a substantial interference with school purposes, is prohibited.

The possession, selling, dispensing, use or being under the influence of any controlled substance or drug, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant on school grounds, or during the educational function or event off school grounds, or off school grounds if there is a substantial interference with school purposes, is prohibited.

The possession, selling, dispensing, use or being under the influence of any abusable glue or aerosol paint or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes on school grounds or during an educational function, or event off school grounds, is prohibited.

The possession, selling, dispensing or use of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes on school grounds or during an educational function, or event off school grounds, is prohibited.

Any prescription or non-prescription drug, medicine, vitamin or other chemical may not be taken unless authorized as stated in the next section on AUTHORIZED USE.

Authorized Use

Any student whose parent or guardian requests that he or she be given any prescription or non-prescription medicine, drug, or vitamin shall provide signed permission by parent or physician.

Disciplinary Sanctions

1. Violation of this policy may result in suspension or expulsion. Prohibited substances will be confiscated and could be turned over to law enforcement authorities. The student may be referred for counseling or treatment. Parents or legal guardian will be notified.
2. If the student is observed to be violating this policy, the student will be escorted to the Principal/Superintendent's office immediately, or if not feasible, the Principal/Superintendent will be notified. The student's parents or legal guardian will be requested to pick up the student. If it appears there is imminent danger to other students, school personnel, or students involved, the Principal/Superintendent, or such other personnel as authorized by the Principal/Superintendent, may have the student removed by authorized medical or law enforcement personnel.
3. Parents and students shall be given a copy of the standards of conduct and disciplinary sanctions required and shall be notified that compliance with the standards of conduct is mandatory.

Intervention

The Centennial Public School District does not have the authority or responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or function in the educational climate or activity, the school then has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff. The school will issue a statement to all students and employed staff that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. The school shall make available to students and employed staff information about any drug and alcohol counseling, and rehabilitation and re-entry programs, which are available to students.

Administration

The administration is authorized to adopt such administrative rules, regulations, or practices necessary to properly implement this policy. Such regulations, rules, or practices may vary the procedures set forth herein to the extent necessary to fit the circumstances of an individual situation. Such rules, regulations, and practices may include administrative forms, such as checklists, to be used by staff to record observed behavior and to determine the proper plan of action.

Safe and Drug-Free Schools -- Parental Notice

NOTICE TO PARENTS: Pursuant to the provisions of the No Child Left Behind Act, if upon receipt of information regarding the content of safe and drug free school programs and activities other than classroom instruction a parent objects to the participation of their child in such programs and activities, the parent may notify the School District of such objection in writing. Upon the receipt of such notice, the student will be withdrawn from the program or activity to which parental objection has been made.

ARTICLE 8 – STUDENT RIGHTS, CONDUCT, RULES & REGULATIONS

Section 1 Student Conduct and Discipline Policies

The common goal of students, parents, faculty, and administration of Centennial Public School is to maintain a school atmosphere which is conducive to learning. In order to achieve this, Centennial Public School will continue to review and distribute a set of reasonable and fair rules and policies. VIOLATIONS OF THE CENTENNIAL PUBLIC SCHOOL'S RULES AND POLICIES WILL RESULT IN DISCIPLINARY ACTION.

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in this policy and the Student Discipline Act, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. Disciplinary consequences may also include in-school suspension, Saturday School, and any other consequence authorized by law. District administrators may develop building-specific protocols for the imposition of student discipline.

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

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

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

Section 2 Forms of School Discipline

Short-Term Suspension:

Students may be excluded by the principal or his designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct constituting grounds for expulsion as hereinafter set forth; or,

2. Other violations of rules and standards of behavior adopted by the Centennial Public School Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

1. The principal or the principal's designee shall make a reasonable investigation of the facts and circumstances. In addition, such short-term suspension will be made only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the principal or administrator will send a written statement to the student, and the student's parent or guardian, describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the principal or administrator ordering the short-term suspension before or at the time the student returns to school. The principal or administrator shall determine who in addition to the parent or guardian is to attend the conference.
4. Students who are short-term suspended will be given the opportunity to complete classwork, including but not limited to examinations, under the conditions outlined by the principal at the time of the suspension.
5. A student on short-term suspension shall not be permitted to be on school grounds or at any school activity without the express permission of the principal.

Emergency Exclusion

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

Weapons and/or Firearms

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

Long-Term Suspension:

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

Expulsion:

1. **Meaning of Expulsion.** Expulsion shall mean exclusion from attendance in all schools, grounds, and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.

2. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the Board of Education or a committee of school board members took the final action to expel the student, the student may be readmitted only by action of the Board. Otherwise, the student may be readmitted by action of the superintendent.
3. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.
4. Alternative School or Pre-expulsion Procedures: The school shall either provide an alternative school, class or educational program for expelled students or shall follow the pre-expulsion procedures outlined in NEB. REV. STAT. 79-266.

Section 3 Student Conduct Expectations

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

Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment

The following conduct shall constitute grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, Neb. Rev. Stat. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning*

than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant);

7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules if such violations constitute a substantial interference with school purposes:
 - a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion;
 - b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
 - c. Violating school bus rules as set by the school district or district staff;
 - d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, or a tobacco imitation substance or packaging, regardless of form, including cigarettes, chewing tobacco, and any other form of tobacco or imitation, such as electronic cigarettes, vapor pens, etc.;
 - e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
 - f. Possession of pornography;
 - g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);
 - h. Engaging in hazing, defined as any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. Hazing activities are generally considered to be: physically abusive, hazardous, and/or sexually violating and include but are not limited to the following: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; branding; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault;
 - i. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to

hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;

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

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

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

1. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:
 - a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
 - b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
 - c. A statement that, before long-term suspension, expulsion, or mandatory reassignment for disciplinary purposes can be invoked, the student has a right to a hearing, upon request, on the specified charges;
 - d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
 - e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and
 - f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail.
3. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a)

- interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.
4. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.
 5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below.
 6. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below, except that the time constraints set forth may differ as provided by law and this policy. The student shall be entitled to a hearing but the consequence imposed may continue in effect pending final determination.
 7. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

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

Section 4 Additional Student Conduct Rules

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

Student Appearance Policy

Students at Centennial Public School are expected to dress in a way that is appropriate for a school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate. Such list is not exclusive, and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:

- a. Clothing or jewelry that is gang related;
- b. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants); no holes in pants above the knee. Shorts, skirts, and skorts should be mid-thigh in length at the minimum.
- c. Clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
- d. Clothing or jewelry that advertises beer, alcohol, tobacco, or illegal drugs;
- e. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage "horse-play";
- f. Head wear including hats, caps, bandannas, and scarves;
- g. Clothing or jewelry which exhibits nudity, makes sexual references, or carries double meanings;

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the principal or superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student

should contact the principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the principal's office.

Coaches, sponsors, or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups, or students who are representing the school as part of an extracurricular activity program.

On a first offense of the dress code, the student may call home for proper apparel, change it, turn it inside out, cover it, or spend the remainder of the day assigned to in-school suspension. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in disciplinary actions under the Student Code of Conduct previously mentioned. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in discipline, up to expulsion.

Electronic Device Policy

A. PURPOSE AND PHILOSOPHY

Centennial Public School District encourages the appropriate use of electronic devices at school. Although the inappropriate use of electronic devices can be disruptive to the educational process and electronic devices are frequently lost or stolen, Centennial Public School District recognizes the benefits that the incorporation of technology can bring to the curriculum. The District is not responsible for the security and safekeeping of these items and is not financially responsible for any damage, destruction, or loss of electronic devices. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices. NOTE: By bringing an electronic device to school, students and parents/guardians consent to a search of the device if approved by the administration.

B. DEFINITIONS

"Electronic devices" include, but are not limited to, cell phones, Mp3 players, iPods, e-readers, tablets, portable game consoles, cameras, digital scanners, laptop computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.

C. ELECTRONIC DEVICE USE

1. Students are not permitted to possess and use electronic devices during the school day (8:16 a.m.-3:26 p.m.) except as otherwise provided by this policy. Cell phone and text transmitting device (ex: iPod touch) usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.
2. Students are permitted to possess and use electronic devices before school hours, provided that the student does not commit any abusive use of the device (see paragraph [D][1]). Administrators have the discretion to prohibit student possession and use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use. **CELL PHONES ARE TO BE TURNED OFF AND STORED IN STUDENT LOCKERS DURING THE SCHOOL DAY.**
3. Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of an e-reader during independent reading time; student use of a lap top computer for a class presentation).

4. Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan.

D. VIOLATIONS

1. Students shall not possess or use electronic devices at any time or place for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; or (f) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.
2. The use of electronic devices in locker rooms and restrooms is strictly prohibited.
3. Electronic devices used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.

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

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

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

Subsequent Violations: Students who are repeat offenders of this policy shall be subject to the imposition of any appropriate disciplinary action, which may include suspension and expulsion from school.

Students and/or parents/guardians, as applicable, are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices after this time period.

Search: Electronic devices confiscated under this policy shall be subject to reasonable searches, including search of phone number directory, voice mail, and text messages, upon determination by school officials that the facts and circumstances establish reasonable grounds

for believing that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school.

Transportation

Students are expected to abide by the rules and regulations as set forth in the Centennial Public School Bus Information Pamphlet. Please read and review these rules with your children. Safety is our first consideration, when transporting children to school. If the bus driver is distracted, danger exists. This is why rigid standards of discipline have been established and must be maintained for our children's safety.

Parents are reminded that school buses are operated for the purpose of providing transportation for children to and from school. Once the bus arrives at the school, the students must enter the school and are subject to the discipline and rules. If for some reason you have not received a School Bus Information pamphlet, notify the Elementary Principal's office.

Parents are asked to call the bus barn (402-534-4711) if their child or children will not be riding the bus on a given morning.

A note or phone call from a parent/guardian will be required before a driver will allow a student to get off the bus at a location other than his/her regular unloading area.

Altering Bus Routes

If some students are not riding the bus on certain days, drivers may vary their routes. Bad road conditions may also cause a bus driver to alter the route.

Library Books

Students are allowed to check-out two books from the school library at any given time. Students will be charged for damaged or lost library books. Additional books will not be checked out until the previous overdue books are returned. At the end of the school year, report cards will be held until restitution is made.

Internet Safety and Acceptable Use Policy

A. Internet Safety Policy

It is the policy of Centennial Public School 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. 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.
4. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.
5. 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,
 - i. 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). Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.
 - ii. Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
 - iii. Users shall not engage in "hacking" to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
 - iv. Users shall not copy, change, or transfer any software without permission from the network administrators.

- v. 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.
 - vi. Users shall not engage in any form of vandalism of the technology resources.
 - vii. 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:
- i. to access any material contrary to the Internet Safety Policy; or to create or generate any such material.
 - ii. to engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
 - iii. 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.
 - iv. to engage in or promote violations of student conduct rules.
 - v. to engage in illegal activity, such as gambling.
 - vi. in a manner contrary to copyright laws.
 - vii. 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)

Date of Adoption: June 11, 2012

HARASSMENT AND BULLYING POLICY

One of the missions of Centennial Public School is to provide safe and secure environments for all students and staff. Positive behaviors (non-violence, cooperation, teamwork, understanding, and acceptance of others) are encouraged in the educational program and required of all students and staff. Inappropriate behaviors (bullying, intimidation, and harassment) are to be identified and corrected. Students and staff are to avoid such behaviors. Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors.

"Bullying" is behavior where one person or group engages in harmful action towards another person or group acting on a real or perceived imbalance of power or view of superiority. The behavior typically includes verbal (e.g. teasing or name-calling) and physical aggression (e.g., hitting, pushing), threatening, excluding or ignoring, spreading rumors, or taking, defacing or destroying the others' property. "Harassment" includes the same actions, though not necessarily from a standpoint of perceived power. Harassment is prohibited. Bullying and harassment are violations of student conduct rules, and appropriate disciplinary measures, up to expulsion, will be enforced. When bullying or harassment is done on the basis of gender, disability, race, or other protected status, it is considered a very serious offense for which expulsion may be a likely consequence depending on the severity of the conduct.

Students who are the victim of bullying or harassment or who observe such occurring are to promptly report the problem to their teacher, counselor, or principal so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against for making the report.

It is the policy of Centennial Public School that "bullying" type behavior is not to be permitted. These guidelines are established to respond specifically to bullying behavior. Students and parents are advised that other response measures are also in place and set forth in of this handbook for behavior which is discriminatory or harassing on unlawful grounds (e.g., sexual harassment, harassment of students with disabilities, race harassment, etc.).

Step I: The first time school personnel become aware of a possible harassment or bullying situation, the accused student will be informed that such a complaint has been filed. At that time a warning will be given regarding this kind of behavior. The consequences for this kind of behavior in the future will be clearly outlined for the student. If, in the school's opinion, the first occurrence of harassment behavior is severe, the school may move immediately to any of the four steps in the harassment policy. In other words, the policy may or may not be used sequentially. Moreover, at any stage the student may be disciplined under the student code by actions which may include expulsion, in the event the conduct is also a violation of other provisions of the student code.

Step II: The second time school personnel become aware of a harassment incident, the accused student's parents will be notified. A conference will be requested at that time. If it is determined that the student has harassed another student, consequences will be assigned. A student may stay on the second step as long as school authorities feel the consequences are effectively correcting the harassment behaviors. If it is determined that there is no basis for the harassment accusation, no consequences will be assigned. If the school determines that a student is intentionally making a false accusation against another student, an appropriate response will be made.

Step III: If the school authorities determine that the student continues to harass another student or the student fails to agree to not harass in the future, the school may assign the student to the Harassment Program level set forth below which the school authorities determine to be appropriate.

Step IV: If a student fails to respond positively to the corrective measures of the Harassment Program, the student will be suspended from school for a minimum of five school days, up to expulsion. School authorities will determine the action necessary to insure a safe learning environment for all students.

Harassment and Bullying Program--Levels:

Purpose: All students have the right to attend Centennial Public School free from verbal and physical harassment and bullying. The purpose of the Harassment and Bullying Program is to protect students and staff from those who fail or refuse to comply with school guidelines regarding the treatment of others.

Level I: The guidelines for a Level I placement are listed below.

- a) The length of the assignment will be for a minimum of two weeks.
- b) The student will report to the office no later than 8:10 a.m. each morning.
- c) The student will eat on campus at an assigned table.
- d) The student will report to an assigned room at the end of the day and will remain until 3:55 p.m. This will allow all other students to leave the school grounds in safety.

Level II: The guidelines for a Level II placement are listed below.

- a) The length of the assignment will be for a minimum of two weeks.
- b) The student will report to the office no later than 8:10 a.m. in the morning.
- c) The student will eat on campus at an assigned table.
- d) The student will report to an assigned room at the end of the day and remain until 3:55 p.m.
- e) The student will remain in class at the end of each period. The student will be under direct teacher supervision during passing time. The teacher will dismiss the student at the end of the passing period. The student will then have three minutes to get to his/her next class.

Level III: This is a long-term assignment. The guidelines are listed below.

All items listed in Level II will be used, except the length of the assignment will be no less than six weeks, and may remain in effect until the end of the school year and continue into the next, if determined to be appropriate.

INAPPROPRIATE PUBLIC DISPLAYS OF AFFECTION (PDA or IPDA)

Inappropriate Public Displays of Affection will not be tolerated on school property or at school activities. Such conduct includes: hugging, kissing or any other types of affection that would be considered inappropriate or an undue distraction to others. Students will face the following consequences if this type of behavior occurs.

1st Offense: Student will be confronted and directed to cease.

2nd Offense: Student will be confronted, directed to cease, and parents will be notified.

3rd Offense: Students will be suspended from school for a minimum of 1 day, and the parents and student will need to meet with administrator(s) and counselor.

*If this type of behavior continues, the student could face long-term suspension or expulsion.

SPECIFIC RULE ITEMS

The following conduct may result in disciplinary action which, in the event of repeated violations, may result in discipline up to expulsion.

- a. Gum, candy, seeds, etc. are not allowed in the school building or classrooms, without prior approval.
- b. Students are expected to bring all books and necessary materials to class. This includes study halls.
- c. Assignments for all classes are due as assigned by the teacher.
- d. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
- e. Students are to be in their classroom and ready for class on the tardy bell.
- f. Students are not to bring items to school that are not required for educational purposes as they may be taken from lockers and will not be allowed in the classroom. These items are classified as "nuisance items" and include but are not limited to: a) personal stereos, b) cell phones, c) beepers, and d) laser pointers.
- g. Snow and water balloon handling is prohibited.

Section 5 Reporting Student Law Violations

Police or other law enforcement officers may be called to the school at the request of school administration, or may initiate contact with the school in connection with a criminal investigation. The school district shall inform parents when law enforcement officers seek access to their student prior to the student being questioned unless the officers are investigating charges that the student has been the victim of abuse or neglect. Members of the school district staff will comply with board policy regarding police questioning of students.

Student behavior is always subject to possible legal sanctions, regardless of where the behavior occurs, it shall be the policy of the Centennial Public School to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:

- a. Knowingly possessing illegal drugs or alcohol.
- b. Assault.
- c. Vandalism resulting in significant property damage.
- d. Theft of school or personal property of a significant nature.
- e. Automobile accident.
- f. Any other behavior which significantly threatens the health or safety of students, staff, or other persons or which is required by law to be reported.

ARTICLE 9 – EXTRA-CURRICULAR ACTIVITIES

STUDENT RIGHTS, CONDUCT, RULES & REGULATIONS

Section 1 Student Conduct at Activities

Elementary students are required to be escorted by a parent/guardian to all school activities, programs or performances. We encourage your support in the fostering of proper conduct of students at programs and activities. Any conduct that interferes with others in attendance, such as running around, being loud, destructive, distracting, etc., could constitute a need for correction.

Section 2 Student Fee Policy

The board realizes some activities may require additional expenditures which are properly to be borne by students as a separate charge. Such charges may be waived as specified below depending upon the student's eligibility for the free and reduced-price lunch program. [In other special cases where the parent/guardian requests that the student be exempted from charges, the superintendent shall determine granting of waivers.] No fees, specialized or non-specialized attire, or equipment shall be required of students outside this policy. This policy does not apply to tuition payments by nonresident students.

For the purposes of this policy, the following definitions shall apply:

1. Extra-curricular activities means student activities or organizations which are supervised or administered by the school district, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the school district;
2. Postsecondary education costs means tuition and other fees associated with obtaining credit from postsecondary educational institution.

The district may charge student fees or require students to provide specialized equipment or attire in the following areas:

1. Participation in extracurricular activities, including extracurricular music courses;
3. Admission fees and transportation charges for spectators attending extracurricular activities;
4. Postsecondary education costs, limited to tuition and fees associated with obtaining credits from the postsecondary institution;
5. Transportation fees for option students not qualifying for free lunches and nonresident students as allowed by state statute;
6. Copies of student files or records as allowed by state statute;
7. Reimbursement to the district for property lost or damaged by the student;
8. Before-and-after-school or prekindergarten services in accordance with state statute;
9. Summer school or night school; and
10. Breakfast and lunch programs.

The district may also require students to furnish musical instruments for participation in optional music courses that are not extracurricular activities. Students qualifying for free or reduced-price lunches shall be provided with a musical instrument of the school's choice.

Waiver for any of the following shall be provided for students who qualify for free or reduced-price lunches:

- | | |
|-----------|---|
| Section 1 | Fees and specialized equipment and specialized attire required for participation in extracurricular activities; |
| Section 2 | Admission fees for onsite district-sponsored extra-curricular activities and district transportation charges for spectators attending offsite extracurricular activities; and |
| Section 3 | Materials required for course projects where the project becomes the property of the student upon completion. |

The superintendent shall establish a Student Fee Fund and ensure the funds collected as fees for the following purposes are properly recorded and deposited to it:

- | | |
|-----------|--|
| Section 4 | Participation in extracurricular activities; |
| Section 5 | Postsecondary education costs; and |

Section 6 Summer school or night school.

The superintendent shall promulgate regulations outlining the purposes for which fees in these three areas are collected and shall ensure such fees are spent for those purposes.

The superintendent shall promulgate regulations to be published annually in the student handbook authorizing and governing:

1. Any non-specialized clothing required for specified courses and activities;
2. Any personal or consumable items a student will be required to furnish for specified courses and activities;
3. Any materials required for course projects if the project becomes the property of the student upon completion; and
4. Any specialized equipment or specialized attire which a student will be required to provide for any extracurricular activity, including extracurricular music courses.
5. The superintendent shall also promulgate regulations authorizing and governing the following areas:
6. All fees to be collected within the nine numbered areas of the third paragraph of this policy;
7. Any other types of specialized equipment or attire to be provided by all students in the nine numbered areas of the third paragraph of this policy;
8. Procedures and forms for students or parent/guardians to apply for waivers under this policy;
9. Deadlines for waivers for all types of fees;
10. Procedures for allowing facilities use for NSAA District events to avoid conflict with this policy;
11. Procedures [to avoid the direct handling of fees; for the handling of fees] for students receiving postsecondary education credits;
12. Procedures for handling of fees related to summer school or night school;
13. Attendance requirements and procedures in connection with evening, weekend or summer use of facilities related to all extracurricular activities to avoid conflict with this policy;
14. Procedures for admitting students on waiver to extracurricular activities; and
15. Procedures for transportation of student spectators to extracurricular activities and collection of any related fees.

Public concerns or complaints regarding required fees, attire or equipment shall be addressed under Policy 1003.3 Complaints.

This policy will be reviewed and re-adopted annually by August 1 at a regular or special meeting of the Board. This shall include a review of the amount of money collected under this policy and the use of waivers as provided by this policy. The policy shall be published in the student handbook provided at no cost to each student.

Legal Reference: Neb. Constitution, Art VII, Sect. 1
 Neb. Statute 79-215 (tuition)
 79-241 (option student busing)
 79-605 (nonresident busing)
 79-611 (transportation fee)
 79-734 (books, equipment and supplies)
 79-2,104 (student files)
 79-2,125 to 2,134 (student fees law)
 79-1104 (before-and-after-school services)
 79-1106 to 1108 (learners with high ability)

Section 3 Physical Condition and Injuries

A student will not be permitted to participate in physical education or recess if the student, his/her parents or teacher feel that the student is not in sufficiently good physical condition. The school

principal and/or athletic director will be notified of the student's physical condition if there is a question regarding participation.

If a student sustains a serious physical injury, other than a concussion, that requires a physician's attention, and the student's parents do not want him/her to participate in physical education or recess, the student must submit his/her physician's written permission before he/she will be permitted to return to physical education or recess.

Concussions

Any student who has suffered a confirmed concussion will be removed from physical education and recess. The student will not be permitted to return to participation until evaluated by an appropriate licensed health care professional and a written and signed clearance form (RTP-Return to Play) is provided by the health care provider and parent. The school will provide concussion educational training to all coaches and staff. Concussion information can be obtained from numerous internet sites or contact an administrator. It is very important that communication between the school, student and parents be held to provide a safe environment for our students.

The Centennial Concussion Management Team (CMT) consists of administration, the school nurse, and the athletic trainer. Return to Learn Protocol will be as follows:

1. Concussion occurs; family is notified of possible concussion.
2. Encourage parent to obtain medical confirmation of concussion from a licensed health care provider.
3. Parent signs Release of Information form allowing the school to be notified of concussion by the health care provider and for information sharing.
4. CMT Contact person notified of concussion by parent, teacher or health care provider.
5. CMT Contact person informs appropriate school personnel of concussed student and specifies general accommodations from health care provider, if available.
6. CMT implements a gradual Return to Learn Protocol based on the individual needs of the student.
7. CMT documents physical, cognitive, behavioral and emotional symptoms of concussed student and assesses the student's needs based on symptoms.
8. CMT designs individual academic adjustments/accommodation plan with school staff and reviews with student and family.
9. CMT-Teachers monitor the effectiveness of adjustments, accommodations, and symptoms of concussion and report progress/recovery data results to CMT contact person.
10. CMT makes adjustments and readjustments to individual plan until student no longer has special needs in the classroom resulting from the concussion.
11. CMT and family agree the student is symptom free and function is "back to baseline" in classroom.
12. Student returns to the classroom full-time with no adjustments or accommodations.
13. Parent/guardians deliver medical clearance from healthcare provider to the CMT and parent provides written permission for the Return to Play Progression to begin.
14. Student begins Return to Play Progression after a successful Return to Learn.
15. CMT ensures that the concussion date and adjustments for Return to Learn are documented in the student's file.
16. Once the Return to Play Progression has been successfully completed, the student is cleared for participation without restriction.

ARTICLE 10 – STATE and FEDERAL PROGRAMS

Section 1 Notice of Discrimination

Centennial Public School does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Name: Colin Bargaen
 Title: Secondary Principal
 Address: PO Box 187, 1301 Centennial Ave, Utica, NE 68456
 Telephone: (402) 534-2321
 E-mail: colin.bargaen@centennialbroncos.org

For further information on notice of nondiscrimination call 1-800-421-3481.

For additional prohibited discrimination and related information, please review school district Board Policy 3053 – Nondiscrimination.

Section 2 Designation of Coordinator(s)

Any person having inquiries concerning this district’s compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin;	Ken Booth
Title IX	Discrimination or harassment based on sex; gender equity	Colin Bargaen
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Cara Stoll
Homeless student laws	Children who are homeless	Seth Ford
Safe and Drug Free Schools and Communities	Safe and drug free schools	Colin Bargaen

Section 3 Anti-Discrimination and Harrasment

The school district prohibits discrimination and harassment based upon or related to race, color, national origin, sex, religion, marital status, disability, age or any other unlawful basis that (1) has the purpose or effect of creating an intimidating, hostile, or offensive school environment, (2) has the purpose or effect of substantially or unreasonably interfering with a student’s school performance, or (3) otherwise adversely affects a student’s school opportunities. Students who believe that they have been the subject of unlawful discrimination or harassment due to their disability should contact the following Section 504 Coordinator: Cara Stoll at (402) 534-2321, cara.stoll@centennialbroncos.org, or in person at school. Students who believe that they have been the subject of unlawful discrimination or harassment due to their sex should contact the following Title IX Coordinator: Colin Bargaen at (402) 534-2321, colin.bargaen@centennialbroncos.org, or in person at school. Students who believe that they have been the subject of any other unlawful discrimination or harassment should contact Ken Booth at (402) 534-2321, ken.booth@centennialbroncos.org, or in person at school. Students may report discrimination or harassment to any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

Section 4 Title IX Policy

It is the policy of the school district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the school

district's programs or activities. The district is required by Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106 to not discriminate in such a manner.

1. Title IX Coordinator

1.1. Designation. The district will designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this policy, who will be referred to as the "Title IX Coordinator." The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment). This report may be made by any means, including but not limited to, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).

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

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

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

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

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

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

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

- 2.6.1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
- 2.6.2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity;
- 2.6.3. Sexual assault, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), which means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation:
 - 2.6.3.1. Sex Offenses, Forcible—Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.
 - 2.6.3.1.1. Rape—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 - 2.6.3.1.2. Sodomy—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity
 - 2.6.3.1.3. Sexual Assault With An Object—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity
 - 2.6.3.1.4. Fondling—The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity
 - 2.6.3.2. Sex Offenses, Non-forcible—(Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.
 - 2.6.3.2.1. Incest—Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law
 - 2.6.3.2.2. Statutory Rape—Non-Forcible sexual intercourse with a person who is under the statutory age of consent
- 2.6.4. Dating violence, as defined in 34 U.S.C. § 12291(a)(10), which means violence committed by a person—
 - 2.6.4.1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - 2.6.4.2. where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - 2.6.4.2.1. The length of the relationship.
 - 2.6.4.2.2. The type of relationship.
 - 2.6.4.2.3. The frequency of interaction between the persons involved in the relationship.
- 2.6.5. Domestic violence, as defined in 34 U.S.C. § 12291(a)(8), which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any

other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

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

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

2.6.6.2. suffer substantial emotional distress.

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

3. Discrimination Not Involving Sexual Harassment

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

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

3.2.1. Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;

3.2.2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;

3.2.3. Deny any person any such aid, benefit, or service;

3.2.4. Subject any person to separate or different rules of behavior, sanctions, or other treatment;

3.2.5. Apply any rule concerning the domicile or residence of a student or applicant;

3.2.6. Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;

3.2.7. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

3.3. Complaint Procedure. All complaints regarding any alleged discrimination on the basis of sex, including without limitation violations of this policy, 34 C.F.R. part 106, Title IX, Title VII, or other state or federal law—when the alleged discrimination does not arise from or relate to an allegation of sexual harassment as defined in subsection 2.6 above—shall be addressed pursuant to the district's general complaint procedure, Board Policy 2006.

4. Response to Sexual Harassment

4.1. Reporting Sexual Harassment. Any person who witnesses an act of unlawful sexual harassment is encouraged to report it to the District's Title IX Coordinator. No person will be retaliated against based on any report of suspected sexual harassment or retaliation. Any

District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator as soon as reasonably practicable, but in no case later than the end of the following school day.

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

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

4.4. Administrative Leave. Nothing in this policy precludes the district from placing a non-student employee respondent on administrative leave during the pendency of a grievance process that complies with section 5 below. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act. 4.5. General Response Not Conditioned on Formal Complaint. With or without a formal complaint, the district will comply with the obligations and procedures described in this section 4.

5. Grievance Process for Formal Complaints of Sexual Harassment

5.1. General Requirements.

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

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

5.1.3. Absence of Conflicts of Interest or Bias. The district will require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by a recipient to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

5.1.4. Training. The district will ensure that all individuals or entities described in this Training section 5.1.4 receive training as provided below. Any materials used to train these individuals will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.

5.1.4.1. All District Employees and Board Members. All district employees and board members will be trained on how to identify and report sexual harassment.

5.1.4.2. Title IX Coordinators, Investigators, Decision Makers, or Informal Resolution Facilitators. The district will ensure that Title IX Coordinators, investigators, decision-makers, or any person designated by the district to facilitate an informal resolution process receive training on:

5.1.4.2.1. The definition of sexual harassment in subsection 2.6; 5.1.4.2.2.

The scope of the district's education program or activity; 5.1.4.2.3. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and

5.1.4.2.4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

5.1.4.3. Decision-Makers. The district will ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in subsection 5.6.

5.1.4.4. Investigators. The district will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in subsection 5.5.8.

5.1.5. Presumption. It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

5.1.6. Reasonably Prompt Time Frames. This grievance process shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes. The process shall also allow for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

5.1.7. Range of Possible Sanctions and Remedies. Following a determination of responsibility, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion.

5.1.8. Range of Supportive Measures. The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.

5.1.9. Respect for Privileged Information. The district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

5.2. Notice of Allegations.

5.2.1. Initial Notice. Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:

5.2.1.1. A copy of this policy.

5.2.1.2. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in subsection 2.6, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the

incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under subsection 5.5.5, and may inspect and review evidence under subsection 5.5.5. The written notice will inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

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

5.3. Dismissal of Formal Complaint.

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

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

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

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

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

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

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

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

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

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

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

5.4. Consolidation of Formal Complaints. The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable. 5.5. Investigation of Formal Complaint. When investigating a formal complaint and throughout the grievance process, the district will:

5.5.1. Designate and authorize one or more persons (which need not be district employees) as investigator(s) to conduct the district's investigation of a formal complaint;

5.5.2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district

obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the district will obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3); 5.5.3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;

5.5.4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;

5.5.5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

5.5.6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;

5.5.7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report; and

5.5.8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

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

5.7. Determination Regarding Responsibility

5.7.1. Decision-Maker(s). The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).

5.7.2. Written Determination. The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) will apply the preponderance of the evidence standard. The written determination will include:

5.7.2.1. Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;

5.7.2.2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties,

interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

5.7.2.3. Findings of fact supporting the determination;

5.7.2.4. Conclusions regarding the application of the district's code of conduct to the facts;

5.7.2.5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and

5.7.2.6. The district's procedures and permissible bases for the complainant and respondent to appeal.

5.7.3. The district will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

5.7.4. The Title IX Coordinator is responsible for effective implementation of any remedies.

5.8. Appeals. The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the grounds identified below.

5.8.1. Time for Appeal. Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within ten (10) calendar days of the date of the respective written determination of responsibility or dismissal from which the appeal is taken. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.8.2 below) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy, 34 C.F.R. part, 106, and Title IX.

5.8.2. Grounds for Appeal. Appeals from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, are limited to the following grounds:

5.8.2.1. Procedural irregularity that affected the outcome of the matter;

5.8.2.2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

5.8.2.3. The Title IX Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

5.8.3. As to all appeals, the district will:

5.8.3.1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;

5.8.3.2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

5.8.3.3. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in subsections 5.1.3–5.1.4.

5.8.3.4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;

5.8.3.5. Issue a written decision describing the result of the appeal and the rationale for the result; and

5.8.3.6. Provide the written decision simultaneously to both parties.

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

5.9.1. Provides to the parties a written notice disclosing:

5.9.1.1. The allegations;

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

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

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

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

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

5.10. Recordkeeping.

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

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

5.10.1.2. Any appeal and the result therefrom;

5.10.1.3. Any informal resolution and the result therefrom; and

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

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

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

7. Access to Classes and Schools

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

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

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

7.1.3. Human sexuality classes. Classes or portions of classes that deal primarily with human sexuality may be conducted in separate sessions for boys and girls. 7.1.4. Choruses. The district may make requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex.

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

8. Athletics - It is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club, or intramural athletics offered by the district, and that the district will not provide any such athletics separately on such basis.

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

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

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

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

10.1. Specific Circumstances.

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

10.1.2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under this section, provided, however, that a

determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

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

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

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

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

Section 5 Right of Custodial and Non-Custodial Parents

The school district will honor the parental rights of natural and adoptive parents unless those rights have been altered by a court.

The term "custodial parent" refers to a biological or adoptive parent to whom a court has given primary physical and legal custody of a child, and a person such as a caseworker or foster parent to whom a court has given legal custody of a child.

The district will not restrict the access of custodial and non-custodial parents to their students and their students' records, unless the district has been provided a copy of a court order that limits those rights. If the district is provided such a court order, school officials will follow the directives set forth in the order.

The district will provide the custodial parent with routine information about his or her child, including notification of conferences. The district will not provide the non-custodial parent with such information on a routine basis, but will provide it upon the non-custodial parent's request unless it has been denied by the courts.

A non-custodial parent who wishes to attend conferences regarding his or her child will be provided information about conference times so both parents may attend a single conference. The district is not required to schedule separate conferences if both parents have been previously informed of scheduled conference times.

If either or both parents' behavior is disruptive, staff members may terminate a conference and reschedule it with appropriate modifications or expectations.

Section 6 Complaint Procedures

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.
 - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
 - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
 - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
 - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.
3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:
 - a) Determine whether the complainant has discussed the matter with the staff member involved.
 - 1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Interview the complainant to determine:
 - 1) All relevant details of the complaint;
 - 2) All witnesses and documents which the complainant believes support the complaint;
 - 3) The action or solution which the complainant seeks.
 - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the administrator or Title IX/504 coordinator received the complaint.
4. If either the complainant or the accused party is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint, he or she may appeal the decision to the superintendent.
 - a) This appeal must be in writing.
 - b) This appeal must be received by the superintendent no later than ten (10) business days from the date the administrator or Title IX/504 coordinator communicated his/her decision to the complainant.
 - c) The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.

- d) Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 days after the superintendent received complainant's written appeal.
5. If either the complainant or the accused party is not satisfied with the superintendent's decision regarding a complaint, he or she may appeal the decision to the board.
- a) This appeal must be in writing.
 - b) This appeal must be received by the board president no later than ten (10) business days from the date the superintendent communicated his/her decision to the complainant.
 - c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
 - d) The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 days after it received complainant's written appeal.
 - e) There is no appeal from a decision of the board.
6. When a formal complaint about the superintendent of schools has been filed with the president of the board, the president shall promptly and thoroughly investigate the complaint, and shall:
- a) Determine whether the complainant has discussed the matter with the superintendent.
 - 1) If the complainant has not, the board president will urge the complainant to discuss the matter directly with the superintendent, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.
 - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint.

No Retaliation

The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities

Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address

the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

Bad Faith or Serial Filings

The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Complaints filed (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (d) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

Section 7 Multi-Cultural Education Policy

In every curriculum area and at all grades, the school district will provide programs which foster and develop an appreciation and understanding of the racial, ethnic, and cultural heritage of all students. These programs will allow students to explore the history and contributions made by various ethnic groups and will emphasize the rich diversity of the population of the United States.

The programs shall be implemented within the guidelines of the State Department of Education and in accordance with any other applicable laws and/or regulations. The superintendent shall provide the board with a report on the status of the district's multicultural education program annually.

Section 8 Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973

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

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

11. File a local grievance.

Section 9 Notice Concerning Student Records

The Family Education Rights and Privacy Act ("FERPA") provides parents certain rights with respect to their student's education records. These rights include the right to inspect and review the student's education records within 45 days of the date the school receives a request for access; and the right to request the amendment of the student's education records that you believe to be inaccurate.

If parents believe one of their student's records is inaccurate, they should write to the school principal, clearly identify the part of the record they want changed, and specify why they believe it is inaccurate. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing regarding the request for amendment.

Section 10 Routine Directory Information

FERPA and the Nebraska Public Records Law authorize school districts to make "directory information" available for review at the request of non-school individuals. These laws also give parents and guardians a voice in the decision-making process regarding the disclosure of directory information regarding their children. The school district has designated the following as directory information:

name and grade, name of parent and/or guardian, address, telephone number, including the student's cell phone number, e-mail address, date and place of birth, dates of attendance, the image or likeness of students in pictures, videotape, film or other medium, major field of study, participation in activities and sports, degrees and awards received, social media usernames and handles, weight and height of members of athletic teams, most recent previous school attended, certain class work which may be published onto the Internet, classroom assignment and/or home room teacher, student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems (but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only the authorized user). Directory information does not include a student's social security number.

Directory information about students may be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that market or manufacture class rings, sell student photographs or publish student yearbooks.

Federal law requires school districts to provide military recruiters and institutions of higher education with the names, addresses, and telephone listings of high school students unless parents have notified the school district in writing that they do not want this information disclosed without prior written parental consent. Military recruiters will be granted the same access to a student in a high school grade as is provided to postsecondary educational institutions or to prospective employers of such students.

Parents who **OBJECT** to the disclosure of any directory information about their student should write a letter to the principal. This letter should specify the particular categories of directory information that the parents do not wish to have released about their child or the particular types of outside organizations to which they do not wish directory information to be released. This letter must be received by the school district no later than September 1, 2019.

Non-Directory Information

All of the other personally identifiable information about students that is maintained in the school district's education records will generally not be disclosed to anyone outside the school system except

under one of two circumstances: (1) in accordance with the provisions of the FERPA statutes and related administrative regulations, or (2) in accordance with the parent's written instructions.

One FERPA exception permits disclosure to school officials with legitimate educational interests without consent. A school official includes, but is not necessarily limited to, a teacher or other educator, administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); school board member; volunteer; contractor or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, representative of the district's insurance providers, auditor, medical consultant, therapist, or a third-party website operator who has contracted with the school district or its agent to offer online programs for the benefit of students and/or the district; members of law enforcement acting on behalf of the school district; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a "legitimate educational interest" if the official needs to review an education record in order to fulfill a school-related professional, contractual, statutory, or regulatory responsibility.

The district will share information with the Department of Education necessary to comply with the requirement of state law that all third- year high school students take a college entrance exam. Any re-disclosure of information related to the administration of this exam shall be governed by the agreement between the Nebraska Department of Education and the third-party testing company.

Transfer of Records Upon Student Enrollment

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. The school is not obligated to inform parents when it makes a disclosure under this provision.

Complaints

Individuals who wish to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA may contact the Office that administers FERPA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Section 11 Notice Concerning Staff Qualifications

The Every Student Succeeds Act of 2015 gives parents/guardians the right to get information about the professional qualifications of their child's classroom teachers. Upon request, Centennial Public School will give parents/guardians the following information about their child's classroom teacher:

1. Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or 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/guardians whether their child is being provided services by a paraprofessional and, if so, the qualifications of the paraprofessional. The request for information should be made to an administrator in your child's school building. The information will be provided to you in a timely manner. Finally, Centennial Public School will give timely notice to you if your child has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet the requirements of the Act.

Section 12 Protection of Pupil Rights

The Centennial Board of Education respects the rights of parents and their children, and has adopted this policy in consultation with parents to comply with the federal Protection of Pupil Rights Amendment (PPRA).

1. Surveys

- a. Surveys Created by a Third Party
 - i. This section applies to every survey:
 - 1. that is created by a person or entity other than a district staff member or student;
 - 2. regardless of whether the student answering the questions can be identified; and
 - 3. regardless of the subject matter of the questions
 - ii. Parents have the right to inspect any survey created by a third party before that survey is distributed to their student.
- b. Surveys Requesting Particular Sensitive Information
 - i. Sensitive information shall include:
 - 1. Political affiliations or beliefs of the student or the student's parent(s);
 - 2. Mental or psychological problems of the student or the student's family;
 - 3. Sexual behavior or attitudes;
 - 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - 5. Critical appraisals of other individuals with whom respondents have close family relationships;
 - 6. Legally recognized privileged or analogous relationships, such as those of lawyers; physicians, and ministers;
 - 7. Religious practices, affiliations, or beliefs of the student or student's parent(s); or
 - 8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without prior written consent of the parent or eligible student.
 - ii. No student shall be required to submit to a survey, analysis, or evaluation that requests sensitive information.
 - iii. If a survey requesting sensitive information is funded, in whole or in part, by a program administered by the U.S. Department of Education, the school district must obtain the written consent of a student's parent(s) before the student participates in the survey.
 - iv. School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey (created by any person or entity, including the district) containing any sensitive information.
 - v. Parents have the right to inspect any survey which requests sensitive information before that survey is distributed to their student.
- c. Survey Inspection Requests
 - i. School officials shall inform parents of their right to inspect surveys requesting sensitive information before the surveys are distributed to any student.
 - ii. All survey inspection requests must be in writing to the building principal and delivered to the building principal prior to the date on which the survey is scheduled to be administered to the students.
 - iii. The principal shall respond to survey inspection requests without delay.

NOTE: Students taking the ACT exam will be prompted to complete a short, optional questionnaire addressing a number of topics. If you wish to review this questionnaire prior to the administration of the exam, please submit a written request to the superintendent.

2. Invasive Physical Examinations

- a. The term "invasive physical examination" means:

- i. any medical examination that involves the exposure of private body parts;
- or
- ii. any act during such examination that includes incision, insertion, or injection into the body; and
- iii. does not include a hearing, vision, or scoliosis screening.
- b. Parents may refuse to allow their student to participate in any non-emergency, invasive physical examination or screening that is:
 - i. required as a condition of attendance;
 - ii. administered by the school and scheduled by the school in advance; and
 - iii. not necessary to protect the immediate health and safety of the student, or of other students.
- c. This policy does not apply to any physical examination or screening that:
 - i. is permitted or required by an applicable state law, including physical examinations or screenings that are permitted without parental notification;
 - ii. is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1400 *et seq.*)
 - iii. is otherwise authorized by Board policy.

3. Collection of Personal Information from Students for Marketing

- a. The term “personal information” means individually identifiable information including:
 - i. student’s and parent(s)’ first and last name;
 - ii. home or other physical address;
 - iii. telephone number; and/or
 - iv. social security number.
- b. No school official or staff member shall administer or distribute to students a survey or other instrument for the purpose of collecting personal information for marketing or for selling that information.
- c. This policy does not apply to the collection, disclosure or use of personal information for the exclusive purpose of providing educational services to students, such as the following:
 - i. post-secondary education recruitment;
 - ii. military recruitment;
 - iii. tests and assessments to provide cognitive, evaluative, diagnostic or achievement information about students; and/or
 - iv. student recognition programs.

4. Inspection of Instructional Material

- a. Definition
 - i. The term “instructional materials” means instructional content that is provided to a student regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet).
 - ii. The term does not include academic tests or academic assessments.
- b. Parents may inspect, upon their request, any instructional material used as part of their child’s education curriculum.
- c. Curriculum inspection requests must be made to the building principal in writing.
- d. Building principals shall respond to inspection requests within a reasonable amount of time.

5. Notification of Rights and Procedures

- a. The superintendent shall notify parents of:
 - i. this policy and its availability upon request from the office of the district;
 - ii. how to opt their child out of participation in activities as provided for in this policy;
 - iii. the approximate dates during the school year when a survey requesting personal information is scheduled or expected to be scheduled; and

- iv. how to request access to any survey or other material described in this policy.
- b. This notification shall be given to parents as least annually, at the beginning of the school year and within a reasonable period after any substantive change in this policy.

Section 13 Parent & Guardian Involvement in Education Practices

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

1. Parents/Guardians will be provided access, as described in district procedures, to district-approved textbooks and other curricular materials and tests used in the district upon request.
 - a. A parental request to review specific approved textbooks and other district- or building-approved curricular materials (written, visual, and audio) should be made to the principal of the building where the textbooks and curriculum materials are used.
 - b. Parents may check out textbooks and may review curricular materials such as video and audio recordings within a time frame determined by the building principal to prevent disruption of the instructional process.
 - c. A parental request to review specific standardized and criterion- referenced tests used in the district should be made in writing to the building principal. Copies of the most recent tests used in the district will be available for parent review. Parents wishing to review statewide NSCAS assessments will be provided with sample questions and a copy of a practice test, but will not be provided with copies of the actual assessment due to testing security. In the case of other secure tests such as the ACT, parents must contact the publisher to obtain copies of the test.
2. Parents/Guardians will be permitted, within district procedures, to attend and observe courses, assemblies, counseling sessions, and other instructional activities.
 - a. Parents/guardians are invited to make appointments with the building principal to visit classes, assemblies and other instructional activities. The principal shall give permission after determining that parental/guardian observation would not disrupt the activity. Observations that last more than 60 minutes or occur on consecutive days are typically disruptive and will not be permitted absent unusual circumstances, in the sole discretion of the building principal.
 - b. Parents/guardians may contact the building principal to request permission to attend counseling sessions in which their child is involved.
3. Parents/guardians will be permitted, within district procedures, to ask that their children be excused from school experiences that parents find objectionable.
 - a. Building principals may excuse a student from any single school experience at the parent's written request.
 - b. When appropriate, alternative experiences will be provided for the student by the school.
4. Parents/guardians will be informed through the student handbook and district policies of the manner that the district will provide access to records of students.
5. Parents/guardians will be informed of the standardized and criterion-referenced district testing program. Parents may request additional information from the building principal.
6. Parents/guardians will be informed of the circumstances under which they may opt-out of state and federal assessments.
 - a. In accordance with federal law, at the beginning of the school year, the District shall provide notice of the right to request a copy of this policy to parents/guardians of students attending schools receiving Title I funds. The District will provide a copy of this policy to a requesting parent in a timely manner.
 - b. State Assessments - The District cannot approve requests to opt out of state assessments. Approval of such requests is contrary to state law.

- c. National Assessment of Educational Progress - As a condition of receiving federal funds, the District participates in the National Assessment of Educational Progress (NAEP). To help ensure that the District has a representative sample of students taking the NAEP, which will allow the District to assess the quality and effectiveness of its programming on a national level, the District strongly encourages all eligible students to participate. However, student participation in NAEP is voluntary.
The District shall provide parents/guardians of eligible students with reasonable notice prior to the exam being administered. Parents/guardians wishing to opt their students out of the NAEP assessment must notify the district in writing at least three school days prior to the exam date to ensure that the District can coordinate supervision and alternative activities for students who have opted out.
7. Parents/guardians will be notified of their right to remove their children from surveys prior to district participation in surveys.
 - a. The principal must approve all surveys intended to gather information from students before they are administered to students.
 - b. Students' participation in surveys is voluntary. Parents/guardians may restrict their child from participating in any survey.

Section 14 Title I Parental Involvement Policy

The school district recognizes the unique needs of students who are being served in its Title I program, and the importance of parent and family engagement in the Title I program. Parent and family engagement in the Title I Program shall include, but is not limited to:

1. An annual meeting to which all parents of participating children will be invited to inform parents of their school's participation under this part, to explain the requirements of this part, and the right of the parents to be involved. Invitations may take the form of notes sent with students or announcements in the school newsletter. Additional meetings may be scheduled, based upon need and interest for such meetings.
2. An explanation of the details for the child's and parents' participation, including but not limited to: curriculum objectives, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards, type and extent of participation, parental input in educational decisions, coordination, and integration with other Federal, State, and district programs, and evaluations of progress.
3. Opportunities for participation in parent involvement activities, such as training to help parents work with their children to improve achievement. A goal of these parent activities is to provide parents with opportunities to participate in decisions relating to the education of their students, where appropriate.
4. The district will, to the extent practicable, provide parents of limited English proficiency, parents with disabilities, parents with limited literacy, are economically disadvantaged, are of a racial or minority background or parents of migratory children with opportunities for involvement in the Title I Program. Communication to parents about student progress and the district's other Title I Program communications will be provided in the language used in the home to the extent practicable. Responses to parent concerns will be provided in a timely manner.
5. Opportunities for parent-teacher conferences, in addition to those regularly scheduled by the school district, if requested by the parents or as deemed necessary by school district staff.

6. The district will coordinate and integrate parental involvement programs and activities with other programs in the community. These may include cooperation with other community programs such as Head Start and preschools and other community services such as the public library.

The district will 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.

Section 15 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 Superintendent shall serve as the District's designated 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 why 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. 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. In the event of an enrollment dispute, the placement shall be at the school in which enrollment is sought, pending resolution of the dispute in accordance with the dispute resolution process. The homeless child shall be immediately enrolled in the school in which the District has determined to place the child, even if the child is unable to produce records normally required for enrollment, such as previous academic

records, medical records, proof of residency, or other documentation. 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 Centennial Public School, and the homeless child continues to live in the Centennial Public School district, transportation to and from the school or origin shall be provided by the Centennial Public School; and (2) if the homeless child lives in a school district other than the Centennial Public School, but continues to attend the Centennial Public School based on it being the school of origin, the new school and the Centennial Public School 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.

Section 16 Breakfast and Lunch Programs

The Centennial Public School has agreed to participate in the National School Lunch Program and accepts responsibility for providing free and reduced-price meals to eligible children in the schools under its jurisdiction. The school food authority assures the State Department of Education that the school system will uniformly implement the following policy to determine children's eligibility for free and reduced-price meals in all National School Lunch Programs. The District provides the United States Department of Agriculture's required 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, (AD3027) 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

In fulfilling its responsibilities, the school food authority, Centennial Public School:

1. Agrees to serve meals free to children from families whose income meets eligibility guidelines.
2. Agrees to serve meals at a reduced price to children from families whose income falls between free meal scale and the poverty guidelines.

3. Agrees to provide these benefits to any child whose family's income falls within the criteria in Attachment A after deductions are made for the following special hardship conditions which could not reasonably be anticipated or controlled by the household: Unusually high medical expenses; shelter costs in excess of 30 percent of reported income; special education expenses due to the mental or physical condition of a child; disaster or casualty losses.
4. In addition, agrees to provide these benefits to children from families who are experiencing strikes, layoffs and unemployment which cause the family income to fall within the criteria set forth in federal guidelines.
5. Agrees there will be no physical segregation of, nor any other discrimination against, any child because of his inability to pay the full price of the meal. The names of the children eligible to receive free and reduced-price meals shall not be published, posted or announced in any manner and there shall be no overt identification of any such children by use of special tokens or tickets or any other means. Further assurance is given that children eligible for free or reduced-price meals shall not be required to: Work for their meals; use a separate lunch room; go through a separate serving line; enter the lunchroom through a separate entrance; eat meals at a different time; or eat a meal different from the one sold to children paying the full price.
6. Agrees in the operation of child nutrition programs, no child shall be discriminated against because of race, sex, color, or national origin.
7. Agrees to establish and use a fair hearing procedure for parental appeals to the school's decisions on applications and for school officials' challenges to the correctness of information contained in an application or to be continued eligibility of any child for free or reduced-price meals. During the appeal and hearing the child will continue to receive free or reduced priced meals. A record of all such appeals and challenges and their dispositions shall be retained for three (3) years. Prior to initiating the hearing procedures, the parent or local school official may request a conference to provide an opportunity for the parent and school official to discuss the situation, present information, and obtain an explanation of data submitted in the application and decisions rendered. Such a conference shall not in any way prejudice or diminish the right to a fair hearing. The hearing procedure shall provide the following:
 - i. A publicly-announced, simple method for making an oral or written request for a hearing.
 - ii. An opportunity to be assisted or represented by an attorney or other person.
 - iii. An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal.
 - iv. Reasonable promptness and convenience in scheduling a hearing and adequate notice as to the time and place of the hearing.
 - v. An opportunity to present oral or documentary evidence and arguments supporting a position without undue interference.
 - vi. An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses.
 - vii. The hearing be conducted and the decision made by a hearing official who did not participate in the decision under appeal or in any previous conference.
 - viii. The parties concerned and any designated representative thereof be notified in writing of the decision of the hearing official.
8. Agrees to designate the Superintendent to review applications and make determinations of eligibility. This official will use the criteria outlined in this policy to determine which individual children are eligible for free or reduced-price meals.
9. Agrees to develop and send to each child's parent or guardian a letter as outlined by the State Department of Education including an application form for free or reduced-price

meals at the beginning of each school year. Applications may be filed at any time during the year. All children from a family will receive the same benefits.

The following attachments will be available in the office of the Superintendent:

- Eligibility criteria for free and reduced meals
- Parent letter and application
- Public release
- Collection procedure

Breakfast and Lunch Prices for 2021-2022

Group	Breakfast	Lunch	Milk
PreK - 5th Grade Students	\$2.00	\$2.80	\$0.50
Adults	\$2.25	\$3.75	\$0.50
Students' lunch money will be credited to a "family account" versus an "individual account."			

**RECEIPT OF THE 2021-2022 STUDENT-PARENT HANDBOOK
OF CENTENNIAL PUBLIC SCHOOL**

This Student Handbook is distributed in accordance with Nebraska State Law, Section 79-262, paragraph three which states in part: "Rules and Standards which form the basis for discipline shall be distributed to students and parents at the beginning of each school year or at the time of enrollment..."

PARENT/STUDENT AGREEMENT

I have received and read the Student Handbook that describes the Centennial School District's discipline policies, regulations, rules, and expectations to be followed by students enrolled in Centennial Public School, including the Drug Free School Policy. My child and I have discussed these policies and understand that we must comply with them.

RECOGNITION OF POTENTIAL AMENDMENTS OR SUPPLEMENTS

In light of the unique challenges and circumstances posed by the outbreak of the novel coronavirus and the recent promulgation of expansive federal regulations, the rules and information provided in this handbook may be supplemented or amended by the School District's administration at any time, consistent with applicable law and board policy. All parents shall be provided notice of any such changes by the district's regular means of contact. By signing below, you agree that you will read any such information and communications, discuss them with your child, and recognize that you must comply with all rules, procedures, and requirements as they apply at that time.

**Parent (or guardian) and students are required to sign & return
the receipt form below by August 20, 2021.**

Student #1 Signature: _____ Date: _____

Student #2 Signature: _____ Date: _____

Student #3 Signature: _____ Date: _____

Student #4 Signature: _____ Date: _____

Student #5 Signature: _____ Date: _____

Parent or Legal Guardian's Signature: _____

Date: _____

STUDENT'S INTERNET ACCEPTABLE USE AGREEMENT

In order to make sure that all members of Centennial Public School community understand and agree to these rules of conduct, Centennial Public School asks that you as a student user sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the Centennial Public School, and I understand and will abide by those district guidelines and conditions for the use of the facilities of Centennial Public School and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

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

Student #1 Name (Printed): _____

Student #1 Signature: _____ Date: _____

Student #2 Name (Printed): _____

Student #2 Signature: _____ Date: _____

Student #3 Name (Printed): _____

Student #3 Signature: _____ Date: _____

Student #4 Name (Printed): _____

Student #4 Signature: _____ Date: _____

Student #5 Name (Printed): _____

Student #5 Signature: _____ Date: _____

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

Please return this page, signed, to the Centennial Secondary Office no later than Friday, August 20, 2021.

Sincerely,

**Ken Booth
Elementary Principal**

Superintendent Evaluation Instrument

1. Shared Vision and Strategic Direction

The superintendent leads the development and implementation of a shared vision, strategic direction, and goals that reflect the district's core values, beliefs, and priorities.

Indicators

1. Develops and implements a shared vision and strategic direction that guides the district into supporting high expectations for student achievement.
2. Partners with the board of education and key community constituents in the development of the shared vision and strategic direction.
3. Ensures the shared vision and strategic direction represents the current and future needs of the district and school community.
4. Engages constituents within the district and school community to develop a commitment to the shared vision and the strategic direction.
5. Continually models and reinforces commitment to the shared vision through the use of diverse communication strategies.
6. Routinely solicits feedback—including periodic review and revision of the shared vision and strategic direction—with input from students, parents, teachers, administrators, board members, and the community.

<input type="checkbox"/>	Needs Improvement <ul style="list-style-type: none">➤ Shared vision and strategic direction are not documented➤ Constituents and stakeholders have no or limited engagement in the vision/direction➤ No evidence of routine feedback or review
<input type="checkbox"/>	Developing <ul style="list-style-type: none">➤ Vision or direction is documented➤ Some evidence of constituent engagement➤ Some evidence of feedback and review
<input type="checkbox"/>	Effective <ul style="list-style-type: none">➤ Vision and direction are documented and used to guide the district➤ Evidence of engagement with constituents in development and implementation of strategic direction➤ Evidence of progress, feedback, and review
<input type="checkbox"/>	Highly Effective <ul style="list-style-type: none">➤ Vision and direction are documented with measurable outcomes, which are appropriate for the organizational context and guide the district➤ Evidence of engagement with constituents in development and implementation of strategic direction➤ Evidence of progress, feedback, and review including input from board, administrators, teachers, students, and parents

Comments on rating and/or evidence: [Click here to enter text.](#)

2. Board, Policy, and the Education System

The superintendent provides direction for the board in policy development and district governance within the political, social, economic, or legal context in which the district exists.

Indicators

1. Actively and continually fosters board relationships, and keeps board members informed and engaged in development.
2. Proactively responds to district needs and policy priorities.
3. Provides leadership in the compliance, review, and development of local policy.
4. Stays current on, responds to, and advocates for state or federal policy, as needed to support the district's shared vision and strategic direction.
5. Collaboratively works to influence local, district, state, and national decisions impacting student learning.

<input type="checkbox"/>	Needs Improvement <ul style="list-style-type: none">➤ Limited or inconsistent communication with board members➤ Policies are outdated, not in compliance with state or federal law, or not routinely reviewed➤ No evidence of collaborative practice to influence decisions impacting student learning
<input type="checkbox"/>	Developing <ul style="list-style-type: none">➤ Provides updates and communicates regularly with board members➤ Policies are routinely updated➤ Uses some collaborative strategies at the local level
<input type="checkbox"/>	Effective <ul style="list-style-type: none">➤ Engages board members in district needs and policy priorities➤ Policies are consistently reviewed and developed to incorporate state or federal policy, as needed➤ Some evidence of strategies to influence local, state, and national decisions
<input type="checkbox"/>	Highly Effective <ul style="list-style-type: none">➤ Actively and consistently engages board members in district needs and policy priorities➤ Evidence of leadership in compliance, review, and development of local policies➤ Evidence of collaborative support to influence local, state, and national decision

Comments on rating and/or evidence: [Click here to enter text.](#)

3. Collaboration with Families and Community

The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.

Indicators

1. Communicates regularly and openly with families and stakeholders in the community about the district, school(s), students, needs, challenges and accomplishments.
2. Maintains a presence in the district/school community to understand its strengths and needs.
3. Understands and is engaged with community needs, priorities, and resources.
4. Models collaboration within the organization and encourages collaboration between administrators, teachers, families and the community at the school level.

<input type="checkbox"/>	<p>Needs Improvement</p> <ul style="list-style-type: none"> ➤ <i>Little or no evidence of collaboration in the organization</i> ➤ <i>Little or no evidence of consistent communication with families and stakeholders</i> ➤ <i>Little or no evidence of engagement with community organizations, or community activities</i> ➤ <i>Little or no evidence of identification of community needs, priorities, or resources</i>
<input type="checkbox"/>	<p>Developing</p> <ul style="list-style-type: none"> ➤ <i>Some evidence of collaboration in the organization</i> ➤ <i>Some communication of school activities with families through newsletters and/or district website</i> ➤ <i>Participates in some community organizations or activities such as the Chamber and service organizations</i> ➤ <i>Demonstrates awareness of community needs, priorities, and resources</i>
<input type="checkbox"/>	<p>Effective</p> <ul style="list-style-type: none"> ➤ <i>Routinely collaborates with board members and staff</i> ➤ <i>Routinely uses oral and written communication strategies with families and the community regarding school activities and student achievement</i> ➤ <i>Actively involved in community organizations or activities, such as the Chamber, or service organizations</i> ➤ <i>Recognizes some community needs, priorities, or resources in the district and school planning.</i> ➤ <i>Ensures engagement of administrators, teachers, families, and community</i>
<input type="checkbox"/>	<p>Highly Effective</p> <ul style="list-style-type: none"> ➤ <i>Models collaboration and supports staff collaboration throughout the organization</i> ➤ <i>Engages families and community stakeholders through routine and consistent oral and written communication strategies regarding school activities and student achievement</i> ➤ <i>Provides leadership and active participation in community organizations or activities such as the Chamber or service</i>

Comments on rating and/or evidence: [Click here to enter text.](#)

4. Continuous Improvement and Accountability

The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

Indicators

1. Demonstrates a commitment to accountability by modeling and ensuring everyone is held accountable for student success.
2. Systematically reviews, anticipates, and analyzes emerging trends and innovative strategies to continually improve all elements of the system.
3. Maintains comprehensive and current information about student progress, academic achievement, and school(s) and district effectiveness.
4. Makes informed recommendations to the board and makes decisions based on multiple data sources.
5. Engages families and communities on student needs, successes, and challenges on a regular basis.
6. Aligns district processes with state and national indicators of quality, accreditation, and accountability.

<input type="checkbox"/>	Needs Improvement <ul style="list-style-type: none">➤ Little or no evidence of innovation or continuous improvement➤ Little or no evidence of student information guiding decision-making➤ Little or no evidence of use of quality indicators to guide district planning or practice
<input type="checkbox"/>	Developing <ul style="list-style-type: none">➤ Some evidence of continuous improvement and innovation➤ Student information is used to guide decision-making➤ Some quality indicators/accreditation standards guide district planning and practice
<input type="checkbox"/>	Effective <ul style="list-style-type: none">➤ Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process➤ Information on student progress and achievement is used for planning and decision-making➤ Alignment between district and state quality indicators for accreditation and accountability
<input type="checkbox"/>	Highly Effective <ul style="list-style-type: none">➤ Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation➤ Comprehensive and current information on student progress and achievement is available and utilized in decision-making➤ Clear PK-12 alignment between district/state/national indicators of quality, accreditation, and accountability

Comments on rating and/or evidence: [Click here to enter text.](#)

5. Teaching and Learning

The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators

1. Ensures the implementation of a coherent system of curriculum, instruction and assessment that aligns with the shared vision, is culturally responsive and embodies high expectations.
2. Communicates high expectations for student achievement that is accomplished by a data-driven approach that produces effective results.
3. Ensures district/school curriculum and programs are research-based and innovative and provide learning experiences and opportunities that lead all students to success at the next level.
4. Ensures curricular and programmatic expectations are available for review and input by students, parents, and community members.
5. Monitors and supports the implementation of research-based, instructional practices.

<input type="checkbox"/>	<p>Needs Improvement</p> <ul style="list-style-type: none"> ➤ <i>Little or no evidence of high expectations of student achievement</i> ➤ <i>Little or no evidence of a written curriculum</i> ➤ <i>Little or no evidence of programmatic or curriculum review or input</i> ➤ <i>Little or no evidence of consistency or continual improvement of instructional practices</i>
<input type="checkbox"/>	<p>Developing</p> <ul style="list-style-type: none"> ➤ <i>Some evidence of high expectations of student achievement</i> ➤ <i>Written curriculum is evident in most subject areas</i> ➤ <i>Written curriculum and programmatic expectations are available in most subject areas and most programs for students, parents, and community</i> ➤ <i>Instructional practices have some consistency and some on-going improvement</i>
<input type="checkbox"/>	<p>Effective</p> <ul style="list-style-type: none"> ➤ <i>High expectations are clearly and consistently communicated and monitored</i> ➤ <i>Written curriculum is developed, monitored, and adjusted</i> ➤ <i>Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community</i> ➤ <i>Instructional process and practices are consistent with ongoing improvement</i>
<input type="checkbox"/>	<p>Highly Effective</p> <ul style="list-style-type: none"> ➤ <i>Data-driven high expectations of student achievement and monitoring of progress</i> ➤ <i>Written curriculum is designed to provide equitable and challenging learning experiences and is routinely monitored and adjusted</i> ➤ <i>Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community review and input</i> ➤ <i>Continual improvement of Instructional processes is monitored and enhanced with best practices</i>

Comments on rating and/or evidence: [Click here to enter text.](#)

6. Personnel Leadership

The superintendent effectively uses strategies, processes, and systems to hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.

Indicators

1. Ensures the necessary personnel and financial resources are allocated to achieve the district's shared vision and strategic direction.
2. Implements human resources systems and processes that address:
 - recruitment, hiring and induction;
 - evaluation and retention; and
 - short-term and long-term planning reflective of personnel needs.
3. Creates a comprehensive system of professional development for all personnel.

<input type="checkbox"/>	Needs Improvement <ul style="list-style-type: none">➤ Little or no evidence of alignment of personnel and financial resources with district strategic vision or plan➤ Little or no evidence of short or long-term personnel planning➤ Little or no evidence of modeling lifelong learning
<input type="checkbox"/>	Developing <ul style="list-style-type: none">➤ Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction➤ Some evidence of short-term and long-term personnel planning➤ Some evidence of participation in lifelong learning activities
<input type="checkbox"/>	Effective <ul style="list-style-type: none">➤ Evidence of alignment of personnel and financial resource allocation to achieve district vision and direction➤ Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place➤ Evidence of on-going modeling of lifelong learning
<input type="checkbox"/>	Highly Effective <ul style="list-style-type: none">➤ Evidence of ongoing strategic planning to ensure personnel and financial resources are allocated to achieve district vision and direction➤ Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place, reviewed, and monitored➤ Models lifelong learning by engaging and applying ongoing professional development

Comments on rating and/or evidence: [Click here to enter text.](#)

7. Systems Leadership and Management

The superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.

Indicators

1. Ensures business processes and systems are in place for budgeting and financial planning.
2. Communicates expectations that align board and district vision with the use of physical and financial resources of the district.
3. Uses a systems approach that optimizes the use of facilities and transportation while maintaining a focus on clean, updated, safe, and secure facilities and vehicles.
4. Identifies and resolves issues, manages conflicts and builds consensus about the use of physical and financial resources of the district.

<input type="checkbox"/>	<p>Needs Improvement</p> <ul style="list-style-type: none"> ➤ <i>Business processes are out of date and not clearly linked to student learning and success</i> ➤ <i>Facilities/Transportation are not up-to-date, clean, safe, and secure</i> ➤ <i>Little evidence of building consensus, managing conflict, and resolving operational issues</i>
<input type="checkbox"/>	<p>Developing</p> <ul style="list-style-type: none"> ➤ <i>Most business processes in place and using current best practices but not clearly linked to student learning and success</i> ➤ <i>Some evidence of facility/transportation planning, with fairly clean and safe facilities</i> ➤ <i>Manages operational issues with little or no conflict</i>
<input type="checkbox"/>	<p>Effective</p> <ul style="list-style-type: none"> ➤ <i>Business processes are in place using current best practices with a clear priority on student learning and success</i> ➤ <i>Processes are in place for ongoing facility/transportation planning and facilities; and vehicles are clean, safe and secure</i> ➤ <i>Manages operational issues with little or no conflict and builds some consensus</i>
<input type="checkbox"/>	<p>Highly Effective</p> <ul style="list-style-type: none"> ➤ <i>Business processes are in place using current best practices and are organized and reported to clearly link with the priority of student learning and success</i> ➤ <i>Processes are in place for optimizing facilities and transportation through planning; and a priority focus is on clean, updated, safe, and secure facilities and vehicles</i> ➤ <i>Identifies and resolves operational issues, manages conflict, and builds consensus</i>

Comments on rating and/or evidence: [Click here to enter text.](#)

8. Equity, Climate, and Culture

The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators

1. Creates a school system in which shared vision on equity and equitable practices are the norm.
2. Develops processes and programs that support the academic, physical, social, and emotional growth of all students.
3. Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff and all students.

<input type="checkbox"/>	Needs Improvement <ul style="list-style-type: none">➤ <i>Little of no evidence of a shared vision on equity or equitable practices</i>➤ <i>Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust</i>➤ <i>Little or no evidence of a responsive culture of high expectations</i>
<input type="checkbox"/>	Developing <ul style="list-style-type: none">➤ <i>Some evidence of shared vision on equity and equitable practices</i>➤ <i>Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust</i>➤ <i>Some evidence of a responsive culture of high expectations</i>
<input type="checkbox"/>	Effective <ul style="list-style-type: none">➤ <i>Shared vision on equity and equitable practices is evident through professional learning</i>➤ <i>Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures</i>➤ <i>Communication processes promote a culture of high expectations for self, staff, and all students</i>
<input type="checkbox"/>	Highly Effective <ul style="list-style-type: none">➤ <i>Shared vision on equity and equitable practices is the norm through professional development, district processes, and procedures; and, is validated through an annual student/staff climate survey</i>➤ <i>Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures; and, is validated through an annual student/staff climate survey</i>➤ <i>Communication processes and annual student/staff climate survey validates a culture of high expectations for self, staff, and all students</i>

Comments on rating and/or evidence: [Click here to enter text.](#)

9. Leadership, Conduct, and Professional Growth

The superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.

Indicators

1. Leads with dignity and respect.
2. Ensures implementation of policy and practice is consistent.
3. Models and articulates ethical behavior.
4. Consistently holds others in the district accountable for demonstrating integrity and ethical behavior.
5. Participates in professional growth and leadership opportunities to model the continuous improvement needs of self and the organization.

<input type="checkbox"/>	Needs Improvement <ul style="list-style-type: none">➤ Does not demonstrate dignity or respect when communicating with students, staff, families, or community members➤ Decisions do not appear to be just, fair, or equitable➤ Does not model or hold others accountable for demonstrating ethical behavior➤ Does not participate in professional development or leadership activities
<input type="checkbox"/>	Developing <ul style="list-style-type: none">➤ Does not consistently demonstrate dignity or respect when communicating with students, staff, families, or community members➤ Decisions do not consistently appear to be just, fair or equitable➤ Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior➤ Participates in some professional development.
<input type="checkbox"/>	Effective <ul style="list-style-type: none">➤ Demonstrates dignity and respect when communicating with students, staff, families, or community members➤ Most decisions appear to be just, fair, or equitable➤ Models ethical behavior and generally holds others accountable for demonstrating ethical behavior➤ Participates in professional development that is aligned with district vision and direction
<input type="checkbox"/>	Highly Effective <ul style="list-style-type: none">➤ Consistently demonstrates dignity and respect when communicating with students, staff, families, or community members➤ Decisions consistently appear to be just, fair, and equitable➤ Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior➤ Participates in professional growth and development that is aligned with district vision and direction and takes the initiative to be involved in leadership opportunities in the profession and/or community

Comments on rating and/or evidence: [Click here to enter text.](#)

Superintendent Performance Targets

Clearly identify two or three significant performance targets to be accomplished through superintendent leadership during the next year. These targets must be specific and measurable and integrate with the district's shared vision and strategic direction.

Performance Target: Click here to enter text.

Measure of Success or Evidence: Click here to enter text.

Comments: Click here to enter text.

Performance Target: Click here to enter text.

Measure of Success or Evidence: Click here to enter text.

Comments: Click here to enter text.

Performance Target: Click here to enter text.

Measure of Success or Evidence: Click here to enter text.

Comments: Click here to enter text.

Summary Comments/Recommendations Click here to enter text.

Superintendent Evaluation Summary

1. Shared Vision and Strategic Direction

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations: Click here to enter text.
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2. Board, Policy, and the Education System

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations: Click here to enter text.
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3. Collaboration with Families and Community

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations: Click here to enter text.
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4. Continuous Improvement and Accountability

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations: Click here to enter text.
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5. Teaching and Learning

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations: Click here to enter text.
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6. Personnel Leadership

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations: Click here to enter text.
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7. Systems Leadership and Management

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations: Click here to enter text.
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8. Equity, Climate, and Culture

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations: Click here to enter text.
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9. Leadership, Conduct, and Professional Growth

<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	Summary Comments/Recommendations: Click here to enter text.
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- Meets Expectations; Recommend Contract Renewal***
- Improvement Plan attached; Recommend Contract Renewal***
- Does Not Meet Expectations; Do Not Recommend Contract Renewal***

Board President Signature

Date [Click here to enter a date.](#)

Superintendent Signature

Date [Click here to enter a date.](#)

CENTENNIAL ATHLETIC BUDGET REPORT 2021-2022

RECEIPTS								
SPORT	2016-2017	2017-2018	2018-2019	2019-2020		2020-2021		
Softball	\$912.00	\$452.00	\$1,759.00	\$686.00		\$1,997.00		
Gate				\$686.00	(4 Home Games)	\$1,997.00	(8 Home Games)	
Volleyball	\$5,308.00	\$4,394.00	\$5,241.00	\$5,130.25		\$5,678.00		
Gate				\$4,385.25	(12 Home Games)	\$4,988.00	(14 Home Games)	
Tournament Entries				\$745.00		\$690.00		
Football	\$5,911.00	\$7,070.00	\$7,099.00	\$6,910.00		\$7,612.00		
Gate				\$6,910.00	(7 Home Games)	\$7,612.00	(8 Home Games)	
Basketball	\$7,243.00	\$5,499.00	\$9,208.00	\$7,462.00		\$7,287.00		
Gate				\$7,212.00	(22 Home Games)	\$7,157.00	(23 Home Games)	
Tournament Entries				\$250.00		\$130.00		
Wrestling	\$4,301.00	\$4,659.00	\$3,411.00	\$4,008.00		\$3,431.00		
Gate				\$2,518.00	(4 Home Meets)	\$1,976.00	(6 Home Meets)	
Tournament Entries				\$1,490.00		\$1,455.00		
Track	\$3,458.00	\$1,880.00	\$2,434.00	\$0.00		\$2,360.00		
Gate				\$0.00		\$0.00		
Tournament Entries				\$0.00		\$2,360.00	(4 Home Meets)	
Golf	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00		
All-Sports Passes/Posters	\$4,130.00	\$4,590.00	\$4,115.00	\$4,930.00		\$3,430.00		
Miscellaneous			\$6,841.50	\$951.67	(\$500 Unified Bowling Grant)	\$1,708.23	(\$350 Special Olympics Grant)	
TOTAL	\$31,263.00	\$28,544.00	\$40,108.50	\$30,077.92		\$33,503.23		
EXPENDITURES								
SPORT	2018-2019 BUDGET	2018-2019 SPENT	2019-2020 BUDGET	2019-2020 SPENT	2020-2021 BUDGET	2020-2021 SPENT	2021-2022 BUDGET	2021-2022 SPENT
Softball	\$7,631.00	\$6,783.33	\$4,094.95	\$3,078.11	\$6,587.00	\$5,770.10	\$3,163.00	
Volleyball	\$5,279.00	\$5,266.72	\$5,590.86	\$6,321.71	\$8,532.31	\$8,487.64	\$4,837.00	
Football	\$12,327.00	\$12,350.00	\$26,093.77	\$28,192.65	\$13,209.28	\$15,376.76	\$13,132.88	
Cross Country					\$2,500.00	\$1,854.00	\$1,050.00	
Unified Bowling					\$275.00	\$273.14	\$475.00	
Girls Basketball			\$6,414.66	\$5,699.82	\$5,486.79	\$5,135.94	\$7,526.33	
Boys Basketball			\$7,645.13	\$7,555.84	\$5,579.62	\$5,550.51	\$7,384.34	
Basketball	\$12,368.00	\$11,957.33						
Wrestling	\$7,076.00	\$6,065.09	\$8,549.45	\$9,183.36	\$7,565.75	\$5,794.65	\$6,854.88	
Track/Cross Country	\$16,014.00	\$17,271.75	\$6,739.33	\$2,058.98				
Track					\$7,150.00	\$5,919.00	\$8,445.50	
Golf	\$1,700.00	\$2,046.00	\$2,124.94	\$848.95	\$1,700.00	\$1,577.00	\$1,925.00	
Training Room	\$861.00	\$1,146.12	\$1,029.20	\$1,628.36	\$1,528.07	\$1,522.49	\$1,429.40	
General Athletics	\$28,205.00	\$26,747.16	\$32,135.00	\$28,476.77	\$39,935.00	\$31,220.25	\$39,882.56	
Activities (Quiz Bowl, One Act, Speech)							\$4,000.00	
TOTAL	\$91,461.00	\$89,633.50	\$100,417.29	\$93,044.55	\$100,048.82	\$88,481.53	\$100,105.89	\$0.00
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
ENDING BALANCE 5/31/20				\$16,221.81	-\$11,784.82			
BEGINNING BALANCE 6/1	\$27,032.00	\$11,094.00	\$16,286.55	\$16,221.81	-\$11,784.82			
ESTIMATED RECEIPTS	\$30,000.00	\$35,000.00	\$40,000.00	\$32,000.00	\$35,000.00			
GENERAL FUND SUPPORT	\$28,468.00	\$45,367.00	\$44,130.74	\$51,827.01	\$65,105.89			
ESTIMATED TOTAL REVENUE	\$85,500.00	\$91,461.00	\$100,417.29	\$100,048.82	\$100,105.89			
FINAL TOTAL SPENT	\$90,537.00	\$89,633.50	\$93,044.55	\$88,481.53				

2020-2021 GENERAL BUDGET				2021-2022 GENERAL BUDGET				
QUANTITY	ITEM	PRICE ESTIMATE	ACTUAL SPENT	QUANTITY	ITEM	PRICE	TOTAL	ACTUAL SPENT
1	Awards & Medals	\$3,000.00	\$1,223.29	1	Awards & Medals	\$3,000.00	\$3,000.00	
1	iPad Pro	\$1,500.00	\$1,415.00	1	Office Furniture	\$1,500.00	\$1,500.00	
1	Coaches Literature & Materials	\$150.00	\$264.00	1	Office Supplies	\$500.00	\$500.00	
1	Hospitality Rooms	\$3,000.00	\$878.57	1	Coaches Literature & Materials	\$200.00	\$200.00	
1	Activity Online Registration	\$500.00	\$105.00	1	Hospitality Rooms	\$3,000.00	\$3,000.00	
1	rSchool Activity Scheduler	\$300.00	\$300.00	1	Final Forms	\$250.00	\$250.00	
1	Clinic Fees - All Sports & NSIAAA	\$2,400.00	\$1,820.00	1	rSchool Activity Scheduler	\$300.00	\$300.00	
1	ImPACT Testing	\$435.00	\$435.00	1	Clinic Fees - All Sports & NSIAAA	\$3,000.00	\$3,000.00	
1	Speech/Play Production Expenses	\$600.00	\$600.00	1	ImPACT Testing	\$435.00	\$435.00	
1	Lifetrack Sports Surveys	\$650.00	\$0.00	1	Athletic Surveys	\$650.00	\$650.00	
1	Medical Physicals	\$2,250.00	\$1,250.00	1	Medical Physicals	\$2,250.00	\$2,250.00	
1	Event Workers	\$13,000.00	\$9,965.00	1	NSAA Activity Registration	\$1,170.00	\$1,170.00	
1	Shipping & Freight	\$1,000.00	\$0.00	1	Event Workers	\$13,000.00	\$13,000.00	
1	Repairs	\$500.00	\$255.20	1	Shipping & Freight	\$1,000.00	\$1,000.00	
1	NSAA Activity Registration	\$1,170.00	\$1,170.00	1	Repairs	\$500.00	\$500.00	
1	Coach Evaluation Online Tool	\$300.00	\$300.00	1	Coach Evaluation Online Tool	\$300.00	\$300.00	
6	Plastic Storage Totes	\$180.00	\$104.97	1	Plastic Storage Totes	\$200.00	\$200.00	
1	Hudl Athletic Package	\$8,700.00	\$8,700.00	1	Hudl Athletic Package	\$5,400.00	\$5,400.00	
1	Miscellaneous	\$300.00	\$2,434.22 (Trailer Graphic, Gym Stain, Background Checks)	1	One Source Background Check Company	\$150.00	\$150.00	
	TOTAL	\$39,935.00	\$31,220.25	1	Amazon Prime	\$179.00	\$179.00	
				1	Coaches Gear	\$500.00	\$500.00	
				4	Electronic Whistles	\$12.14	\$48.56	
				1	Gym/Weight Room Decals	\$1,500.00	\$1,500.00	
				1	Trophy Case Needs	\$350.00	\$350.00	
				1	Miscellaneous	\$500.00	\$500.00	
					TOTAL		\$39,882.56	

2020 VOLLEYBALL BUDGET				2021 VOLLEYBALL BUDGET				
QUANTITY	ITEM	PRICE ESTIMATE	ACTUAL SPENT	QUANTITY	ITEM	PRICE	TOTAL	ACTUAL SPENT
30	Nike Custom Varsity Uniforms	\$2,700.00	\$2,719.38	1	Coaching Clinics	\$100.00	\$100.00	
10	Tachikara Volleyballs	\$370.00	\$370.00	15	Tachikara Volleyballs	\$38.00	\$570.00	
2	Baden Volleyballs	\$120.00	\$120.00	2	Baden Volleyballs	\$62.00	\$124.00	
4	20 Game Scorebooks	\$20.00	\$20.00	1	Tachikara Hammock Cart	\$125.00	\$125.00	
2	36 Game Scorebooks	\$14.00	\$14.00	5	36 Game Scorebooks	\$8.00	\$40.00	
1	Set of Antennas with Sleeves	\$89.00	\$89.00	1	Triple Net Storage Rack	\$128.00	\$128.00	
2	Manual Scorekeeper with Adjustable Stands	\$110.00	\$110.00	1	Officials (Varsity, JV, and JH)	\$310.00	\$310.00	
1	Set of 6 Speed Hurdles	\$52.98	\$35.99	1	Entry Fees	\$350.00	\$350.00	
1	White Floor Tape	\$24.12	\$24.12	1	Miscellaneous	\$300.00	\$300.00	
1	Electric Pump	\$47.21	\$47.21					
1	AirCAT	\$835.00	\$835.00					
1	Officials (Varsity, JV, and JH)	\$3,500.00	\$3,780.00		TOTAL		\$4,837.00	
1	Entry Fees	\$350.00	\$255.00					
1	Miscellaneous	\$300.00	\$67.94 (Shipping)					
	TOTAL	\$8,532.31	\$8,487.64					

2020 FOOTBALL BUDGET				2021 FOOTBALL BUDGET				
QUANTITY	ITEM	PRICE ESTIMATE	ACTUAL SPENT	QUANTITY	ITEM	PRICE	TOTAL	ACTUAL SPENT
1	Reconditioning of Helmets/Shoulder Pads	\$2,500.00	\$4,067.00	1	Reconditioning of Helmets/Shoulder Pads	\$3,000.00	\$3,000.00	
6	Revo Speed Flex Helmets	\$2,310.00	\$3,102.32	8	Revo Speed Flex Helmets	\$385.00	\$3,080.00	
15	Kneepads	\$90.00	\$90.00	1	Binders	\$14.88	\$14.88	
10	Scrimmage Vests - Black	\$150.00	\$150.00	1	Mouthpieces	\$35.00	\$35.00	
1	8 Custom Game Balls	\$705.91	\$705.91	5	Shoulder Pads	\$140.00	\$700.00	
1	Case of Mouthguards	\$36.00	\$36.00	8	Girdles	\$25.00	\$200.00	
2	1" Kicking Tee	\$21.40	\$21.40	10	Scrimmage Vests	\$17.00	\$170.00	
2	2" Kicking Tee	\$3.08	\$3.08	15	Kneepads	\$6.00	\$90.00	
1	Extra Point Tee	\$1.89	\$1.89	5	Nike Black Towels	\$7.00	\$35.00	
10	QB Wristbands (Single Window)	\$80.00	\$80.00	5	Handwarmers	\$20.00	\$100.00	
5	Handwarmers	\$100.00	\$100.00	2	Blue "Centennial Football" Bags	\$30.00	\$60.00	
2	Blue "Centennial Football" Bags	\$60.00	\$60.00	2	Blue Fox 40 Whistles	\$7.00	\$14.00	
5	Black Towels	\$65.00	\$65.00	6	Skiz Great Catch	\$14.00	\$84.00	
8	Girdles	\$200.00	\$200.00	1	Scheduling Fee for Officials	\$50.00	\$50.00	
4	Blue Fox 40 Whistles	\$28.00	\$28.00	1	Field Paint and Equipment	\$2,000.00	\$2,000.00	
1	20 Low Profile Cones	\$18.00	\$18.00	1	Officials (Varsit, JV, and JH)	\$3,200.00	\$3,200.00	
6	Shoulder Pads	\$840.00	\$840.00	1	Miscellaneous	\$300.00	\$300.00	
1	Scheduling Fee for Officials	\$200.00	\$200.00					
1	Field Paint and Equipment	\$2,000.00	\$1,704.07		TOTAL		\$13,132.88	
1	Officials (Varsity, JV, and JH)	\$3,300.00	\$3,358.00					
1	Miscellaneous	\$500.00	\$546.09					(Helmet Decals, Headset Repair, Binders, Shipping)
	TOTAL	\$13,209.28	\$15,376.76					

2020 CROSS COUNTRY BUDGET				2021 CROSS COUNTRY BUDGET				
QUANTITY	ITEM	PRICE ESTIMATE	ACTUAL SPENT	QUANTITY	ITEM	PRICE	TOTAL	ACTUAL SPENT
20	Warm-Ups	\$1,500.00	\$1,395.00	1	Entry Fees	\$600.00	\$600.00	
1	Entry Fees	\$600.00	\$360.00	1	State Meet Expenses	\$250.00	\$250.00	
1	State Meet Expenses	\$200.00	\$99.00	1	Miscellaneous	\$200.00	\$200.00	
1	Miscellaneous	\$200.00	\$0.00					
					TOTAL		\$1,050.00	
	TOTAL	\$2,500.00	\$1,854.00					

2020 UNIFIED BOWLING BUDGET				2021 UNIFIED BOWLING BUDGET				
QUANTITY	ITEM	PRICE ESTIMATE	ACTUAL SPENT	QUANTITY	ITEM	PRICE	TOTAL	ACTUAL SPENT
1	Embroidery on Polos	\$150.00	\$0.00	1	Embroidery on Polos	\$150.00	\$150.00	
1	Entry Fees	\$125.00	\$120.00	1	Entry Fees	\$125.00	\$125.00	
1	Miscellaneous		\$153.14 (Food, Bowling Ramp, Bowling Ball Assist)	1	Miscellaneous	\$200.00	\$200.00	
	TOTAL	\$275.00	\$273.14		TOTAL		\$475.00	
GRANT = \$300.00				GRANT = \$300.00				

2020-2021 GIRLS BASKETBALL BUDGET				2021-2022 GIRLS BASKETBALL BUDGET				
QUANTITY	ITEM	PRICE ESTIMATE	ACTUAL SPENT	QUANTITY	ITEM	PRICE	TOTAL	ACTUAL SPENT
1	Nike Practice Gear Sets (Jerseys and Shorts)	\$600.00	\$600.00	1	Nike Varsity Uniforms	\$2,340.00	\$2,340.00	
6	Baden Basketballs	\$372.00	\$372.00	1	Practice Gear Printing	\$400.00	\$400.00	
1	Slippnott Refills (Small)	\$55.00	\$55.00	10	Baden Basketballs	\$64.00	\$640.00	
6	Scorebooks	\$30.00	\$30.00	1	Slipnot Refill Sheets	\$55.00	\$55.00	
3	Nets	\$24.00	\$24.00	5	Scorebooks	\$6.00	\$30.00	
3	Blue Mesh Bags	\$8.94	\$8.94	1	Binders	\$90.00	\$90.00	
1	Coaching Board	\$5.40	\$5.40	1	Raffle Tickets	\$2.33	\$2.33	
1	Electric Pump	\$47.21	\$47.21	3	Laundry Baskets	\$8.00	\$24.00	
4	Packs of Low Profile Cones	\$12.32	\$12.32	1	Rolling Laundry Cart	\$120.00	\$120.00	
1	Cone Carrier	\$2.38	\$2.38	1	Coaching Clinics	\$100.00	\$100.00	
1	Ball Cart	\$34.64	\$34.64	1	Officials (Varsity, JV, Reserve, and JH)	\$3,300.00	\$3,300.00	
2	Containers of Gym Wipes	\$69.90	\$69.90	1	Entry Fees	\$125.00	\$125.00	
1	Officials (Varsity, JV, Reserve, and JH)	\$3,800.00	\$3,690.00	1	Miscellaneous	\$300.00	\$300.00	
1	Entry Fees	\$125.00	\$100.00					
1	Miscellaneous	\$300.00	\$84.15 (Binders, Shipping)					
					TOTAL			\$7,526.33
	TOTAL	\$5,486.79	\$5,135.94					

2020-2021 WRESTLING BUDGET				2021-2022 WRESTLING BUDGET				
QUANTITY	ITEM	PRICE ESTIMATE	ACTUAL SPENT	QUANTITY	ITEM	PRICE	TOTAL	ACTUAL SPENT
3	Gallons Mueller Wizzer Mat Cleaner	\$123.75	\$123.75	2	Mat Cleaner & Disinfectant	\$38.44	\$76.88	
36	Rolls of Mat Tape	\$342.00	\$389.93	1	24 Rolls of Mat Tape	\$228.00	\$228.00	
1	14 Championship Singlets	\$800.00	\$798.00	1	Scale Calibration	\$200.00	\$200.00	
1	Scale Calibration	\$200.00	\$0.00	1	Coaches Clinic	\$100.00	\$100.00	
1	Officials (Varsity, JV, and JH)/Trackwrestling	\$3,300.00	\$2,650.00	1	Wrestling Assessor	\$50.00	\$50.00	
1	Entry Fees	\$1,200.00	\$980.00	1	Officials (Varsity, JV, and JH)/Trackwrestling	\$3,500.00	\$3,500.00	
1	State Meet Expenses	\$1,200.00	\$531.51	1	Entry Fees	\$1,200.00	\$1,200.00	
1	Coaches Clinic	\$100.00	\$0.00	1	State Meet Expenses	\$1,200.00	\$1,200.00	
1	Miscellaneous	\$300.00	\$321.46	1	Miscellaneous	\$300.00	\$300.00	(Wrestling Assessor, Mat Cleaner, Wipes)
	TOTAL	\$7,565.75	\$5,794.65		TOTAL		\$6,854.88	

2021 TRACK BUDGET				2022 TRACK BUDGET				
QUANTITY	ITEM	PRICE ESTIMATE	ACTUAL SPENT	QUANTITY	ITEM	PRICE	TOTAL	ACTUAL SPENT
50	6" Mini Cones	\$225.00	\$0.00	1	JH Uniforms	\$1,000.00	\$1,000.00	
2	Pole Vault Poles	\$1,300.00	\$700.00	5	Shot Put/Discus Carrier with Shoulder Strap	\$16.50	\$82.50	
4	Starting Blocks	\$1,200.00	\$0.00	5	2 Shot Carrier	\$19.00	\$95.00	
1	Practice Sweats	\$700.00	\$0.00	10	1/8" Pyramid Spikes	\$11.00	\$110.00	
1	ASPI Solutions Meet Manager	\$275.00	\$300.00	2	100' Tapemeasure	\$14.50	\$29.00	
1	Starter Fees	\$650.00	\$550.00	2	Black Stealth Discus	\$197.00	\$394.00	
1	Entry Fees	\$1,300.00	\$1,663.00	1	Pole Vault Pit Repair Materials	\$560.00	\$560.00	
1	State Meet Expenses	\$1,200.00	\$1,435.81	50	6" Mini Cones	\$4.50	\$225.00	
1	Miscellaneous	\$300.00	\$1,270.24	1	Pole Vault Pole	\$600.00	\$600.00	(Spandex, FinishLynx Scoreboard, Stopwatch)
				4	Starting Blocks	\$300.00	\$1,200.00	
	TOTAL	\$7,150.00	\$5,919.05	1	ASPI Solutions Meet Manager	\$300.00	\$300.00	
				1	Starter Fees	\$850.00	\$850.00	
				1	Entry Fees	\$1,500.00	\$1,500.00	
				1	State Meet Expenses	\$1,200.00	\$1,200.00	
				1	Miscellaneous	\$300.00	\$300.00	
					TOTAL		\$8,445.50	

2021 GOLF BUDGET				2022 GOLF BUDGET				
QUANTITY	ITEM	PRICE ESTIMATE	ACTUAL SPENT	QUANTITY	ITEM	PRICE	TOTAL	ACTUAL SPENT
1	300 Range Balls	\$100.00	\$0.00	1	Golf Mat	\$100.00	\$100.00	
1	9 Dozen Tournament Balls	\$450.00	\$442.00	1	Tournament Balls	\$500.00	\$500.00	
1	Sandy Meadows Membership & Fees	\$600.00	\$655.00	1	Sandy Meadows Membership & Fees	\$655.00	\$655.00	
1	Entry Fees	\$350.00	\$480.00	1	Entry Fees	\$350.00	\$350.00	
1	Miscellaneous	\$200.00	\$0.00	1	Green Fees for Districts	\$120.00	\$120.00	
				1	Miscellaneous	\$200.00	\$200.00	
	TOTAL	\$1,700.00	\$1,577.00		TOTAL		\$1,925.00	

2021-2022 ACTIVITIES BUDGET

QUANTITY	ITEM	PRICE	TOTAL	ACTUAL SPENT
1	Play Production	\$3,500.00	\$3,500.00	
	Books			
	Royalty			
	Licensing Fees			
	Costumes			
	Set			
	Meals at State			
	Dues for One Act			
	Registrations			
1	Speech	\$500.00	\$500.00	
	Entry Fees			
	State Expenses			
	TOTAL		\$4,000.00	

REVENUE		EXPENDITURES					
NSAA	\$18,992.41	NSAA	\$10,660.95	(State Qualifiers, Sub-District/District Games, Hosting Sub-District/District Events)			
SNC	\$7,500.00	SNC	\$5,462.40	(VB & BB)			
Concessions	\$2,023.16	Awards	\$1,950.64				
Vending	\$304.51	Hospitality	\$1,318.71				
Miscellaneous	\$741.81	Event Workers	\$3,655.00				
		Staff	\$1,111.28				
		Miscellaneous	\$2,970.15	(Neck Gaiters for Teams, Sports Marketing Items)			
TOTAL	\$29,561.89	TOTAL	\$27,129.13				
TOTAL GAINED	\$2,432.76						

2020-2021 BOOSTER CLUB CONTRIBUTIONS

SPORT	ITEM	TOTAL
Football	Assistant Coach	\$400.00
	Huskerland Prep Publication	
Softball	Stirrups	\$400.00
	Visors	
	Belts	
Volleyball	Practice Shirts	\$400.00
Cross Country	Emroidery	\$400.00
	Warm-Ups	
Unified Bowling	Food for Participants	\$400.00
Girls Basketball	Sports Psychologist Books	\$400.00
Boys Basketball	Summer League Officials	\$400.00
Wrestling	Travel Bags	\$400.00
Track & Field	Pole Vault Cover	\$400.00
Golf	Golf Mats	\$400.00
One Act	Set Pieces	\$400.00
Speech	Judges Payment	\$400.00
	Speech Subscription	
Band	Instrument Repair Items	\$400.00
Choir	Portable Headsets	\$400.00
Cheer and Dance	Signs and Locker Decorations	\$400.00
Videoboard	Over 7 Years	\$5,150.00
Athletics	Track Tent	\$1,535.00
	Sports Marketing Camera	\$1,198.00
	Sportzcast for Striv	\$660.00
	Gym Floor Stain	\$1,125.00
	Graphic for Trailer	\$450.00
	Headsets for Musical	\$800.00
TOTAL		\$16,918.00

CENTRAL NEBRASKA REFRIGERATION INCYork, NE. 68467
402-362-7070**Estimate**

Date	Estimate #
6/23/2021	39688

Name / Address

CENTENNIAL PUBLIC SCHOOL
1301 CENTENNIAL
UTICA, NE 68456

Project

Description	Qty	Cost	Total
ATTN: Dan Heatcraft MOD#LET090BJ SER#D02B01224 The following estimate is to remove and replace existing condensing unit and evaporator with a new outdoor unit. Estimate includes unit, evaporator, TXV, solenoid coil, solenoid valve, refrigerant, piping, lumber, hail guard, crane and labor. Permits, roof repair if needed or electrical not included. TOTAL **Est. void in 30 days** Please contact our office with any additional questions. Thank You		14,304.97	14,304.97
		Subtotal	\$14,304.97
		Sales Tax (0.0%)	\$0.00
		Total	\$14,304.97

August 2021 - Transportation Report

Vehicle #	Year/Model	Type	July 2020 Odo.	August 2021 Odo.	Total 20-21 Miles	Use
00A	2000 Bluebird	Bus	163,066	N/A		Old School/CC
02A	2002 International	Bus	154,388	154,407	19	Spare
03A	2003 International	Bus	210,043	214,073	4,030	Spare
04A	2005 International	Bus	250,038	256,051	6,013	Spare
05A	2006 International	Bus	204,990	214,304	9,314	Route
06A	2007 Bluebird	Bus	170,817	185,542	14,725	Route
07A	2008 Thomas	Bus	136,766	147,403	10,637	Route
08A	2009 Bluebird	Bus	140,309	148,998	8,689	Route
09A	2010 Bluebird	Bus	137,000	147,002	10,002	Route
11A	2012 Bluebird	Bus	118,246	128,257	10,011	Route
12A	2013 Bluebird	Bus	93,782	104,403	10,621	Route
13A	2014 International	Bus	67,194	75,317	8,123	Route
17A	2017 International	Bus	41,158	53,301	12,143	Route
20A	2020 International	Bus (propane)	6,570	9,985	3,415	Route/Activity
21A	2021 Bluebird	Bus (propane)	2,960	8,856	5,896	Activity
22A	2021 Bluebird	Bus (propane)	N/A	3,500	3500	Activity
SB 1	2010 Chevrolet Suburban		51,415	54,415	3,000	Staff/Activity
CA 1	2013 Chevrolet Impala		42,165	44,180	2,015	Staff
CA 9	2019 Chevrolet Impala	-		28,979		Staff
CA 15	2007 Chevrolet Impala		99,434	101,780	2,346	Staff
P13	2010 Chevrolet Silverado	-		14,402		Maint/Act/FFA
MV 8	2003 Dodge Grand Caravan		180,293	183,913	3,620	Pre/SPED/Staff
MV 11	2005 Dodge Grand Caravan		120,367	125,280	4,913	Pre/SPED/Staff
MV 18 SPED	2010 Dodge Caravan		79,779	83,825	4,046	SPED Route
HV 1 SPED	2014 Dodge Pro Master		69,515	77,338	7,823	SPED Route
VA 4	2010 Chevrolet Express Van		59,465	63,738	4,273	Activity
VA 5	2011 Chevrolet Express Van		42,986	46,177	3,191	Activity
VA 7	2001 Dodge Equipment Van		98,264	98,301	37	Activity
				Total:	152402	
New minibus with wheelchair lift on order						

Centennial Coaches/Sponsors Extra Duty Assignments 2021-2022

Activities Director: Jenny Wagner

Athletic Trainer: Jayson Brueggemann

Head Football: Evan Klanecky

Asst. Football: Craig Barjenbruch

Asst. Football: Barry Eitzmann

Asst. Football: Drew Rodine

Volunteer: Keaton Kucera

Volunteer:

Head JH Football: Phil Payne

Asst. JH Football: Brian Sams

Asst. JH Football: Jordan Ortmeier

Head Volleyball: Alex Anstine

Asst. Volleyball: McKenna Kucera

Asst. Volleyball: Shelbi Clonce

Head JH Volleyball: Sarah Ostmeyer

Asst. JH Volleyball: Tricia Hirschfeld

Head Softball: Joe Dey

Asst. Softball: Laura Pulliam

Asst. Softball: Tori Homolka

Head Cross Country: Rob Johansen

Asst. Cross Country: Gail Dishman

Head Girls Basketball: Jake Polk

Asst. Girls Basketball: Mark Ortmeier

Asst. Girls Basketball: Ann Endres

Head JH Girls Basketball: Tori Homolka

Asst. JH Girls Basketball: McKenna Kucera

Head Boys Basketball: Cam Scholl

Asst. Boys Basketball: Craig Barjenbruch

Asst. Boys Basketball: Bob Fish

Volunteer Boys Basketball: Stan Erks

Head JH Boys Basketball: Barry Eitzmann

Head JH Boys Basketball: Jordan Ortmeier

Head Wrestling: Phil Payne

Asst. Wrestling: Wayne Heine

Asst. Wrestling:

Head JH Wrestling:

Asst. JH Wrestling:

Head Track: Rob Johansen

Asst. Track: Leah Pankoke

Asst. Track: Curtis Saunders

Asst. Track: Jake Polk

Asst. Track: Carson Farr

Head JH Boys Track: Mark Ortmeier

Asst. JH Boys Track: Evan Klanecky

Head JH Girls Track: Jennifer Bargaen

Asst. JH Girls Track: Linda Rafert

Head Golf: Bob Fish

Unified Bowling: Nikki Klanecky

Vocal Music: Ryan Jansen

Instrumental Music: Joshua Harris

Speech: Rachel Saunders

Play Production: Jarrett Fowler & Rachel Saunders

Musical: Ryan Jansen & Jarrett Fowler (Rachel Saunders)

Yearbook: Sarah Ostmeyer

Student Council: Emily Petersen

Academic Sponsor: Rebecca Pair

FCCLA: Ann Endres

FFA: Holly Podliska

FBLA: Craig Barjenbruch

NHS: Rebecca Pair

Cheer/Dance: Colette Stelling & Jarrett Fowler

Concessions: Nikki Klanecky & Vicky Prochaska