

Board of Education Regular Meeting

July 12, 2021 7:00 PM

District Board Office, Central Services
Building
14801 South 108 Street
Springfield, NE 68059-4925

Agenda

- I. Policy Committee Meeting
- II. Finance Committee Meeting
- III. Call to Order and Roll Call
- IV. Notice of Open Meetings Act - Posted
- V. Consent Agenda
 - V.A. Minutes of the Previous Month's Meetings
 - V.B. Treasurer's Report
 - V.C. Statement of Activity Fund Accounts
 - V.D. Recommendation for Bill Payment
- VI. Items From Patrons on Agenda Items
- VII. Old Business
 - VII.A. Elementary School Handbook Approval for 2021-22.
 - VII.B. PCJH School Handbook Approval for 2021-22.
 - VII.C. PHS School Handbook Approval for 2021-22.
 - VII.D. Second Reading of Policy 5204- Grading System
 - VII.E. Second Reading of Policy 6300- Review of Instructional and Media Materials
- VIII. New Business
 - VIII.A. Parent Involvement Policy Hearing
 - VIII.B. Safe Return and Continuity Plan and ESSER III Funds Input
- IX. Reports
 - IX.A. Temporary Construction Easement at Springfield Elementary
 - IX.B. Policy Committee Report
- X. Items from Patrons on Items Not on Agenda
- XI. Advance Planning
- XII. Adjourn

Community RelationsBulletin Boards, Display Case, and Posted Material

School bulletin boards, display cases, and posting areas are for the purposes of conveying information about school activities and programs to students, staff, and the visiting public as deemed appropriate by the respective principals; however, building principals may use their discretion on posting or displaying non-school related information which is not political or commercial in nature. No information, poster or other display may be posted on any school bulletin board, display case or other areas without the prior permission of the building principal. The building principal shall have the final determination as to whether any posting is political and/or commercial in nature, and there shall be no appeal process if the principal denies a request to post or display non-school related information.

Legal Reference: Neb. Rev. Stat. Sec. 79-526 Board Authority for Supervision and Control

Date of Adoption: [Insert Date]

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

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

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

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

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

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

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

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

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

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

Sexual harassment may exist when:

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

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

2. **Procedures:**

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

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

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

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

Date of Adoption: [Insert Date]

Business Operations

Internal Controls

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

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

- 1) Maintain property records of the equipment (including equipment description, serial number or other identification number, source of funding, acquisition date, and the like);
- 2) Maintain a physical inventory procedure, with an inventory occurring at a minimum of every two years;
- 3) Implement a Control System procedure;
- 4) Continue to develop and implement adequate maintenance procedures for the equipment;
- 5) Continue to develop and implement sales procedures for the equipment; and
- 6) Continue to develop and implement disposition procedure for the equipment.

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

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

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

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

Cross-Reference: Policies 3130 & 3131.

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

For all other records, the District will retain such records for the length of time as required by law.

Legal Reference: 2 C.F.R. § 200.333.

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

Legal Reference: 2 C.F.R. § 200.213.

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

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

Legal Reference: 2 C.F.R. § 200.302.

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

Legal Reference: 2 C.F.R. § 200.307.

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

- 1) Are verifiable from the District's records;
- 2) Are not included as contributions for any other Federal award;
- 3) Are necessary and reasonable for accomplishment of project or program objectives;
- 4) Are allowable under the applicable Cost Principles requirements;
- 5) Are not paid by the Federal Government under another Federal award, except where the federal statute authorizing a program specifically provides that Federal funds made

- available for such program can be applied to matching or cost sharing requirements of other Federal programs;
- 6) Are provided for in the approved budget when required by the federal awarding agency; and
 - 7) Conform to other provisions of the law or terms and conditions of the federal award, as applicable.

Legal Reference: 2 C.F.R. § 200.306.

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

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

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

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

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

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

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

District will take other steps to comply with federal award requirements in the event of unexpected or extraordinary circumstances.

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

Date of Adoption: [Insert Date]

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

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

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

Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] (____) ____-____ ([Email Address]).

Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] (____) ____-____ ([Email Address]).

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

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

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

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

or gender identity, or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

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

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

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

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

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

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

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

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

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

2. Anti-retaliation:

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

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

3. Grievance (or Complaint) Procedures:

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

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

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

i. Level 1 (Investigation and Findings):

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

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

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

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

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

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

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

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

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

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

ii. Level 2 (Appeal to the Superintendent):

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

and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):

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

4. Confidentiality:

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

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

5. Training:

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

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive training to promptly and effectively investigate and respond to

complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

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

7. Preventive Measures:

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

building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community.

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

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;
Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.
Section 504 of the Rehabilitation Act of 1973 (Section 504)
Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.
Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: [Insert Date]

Notice of Nondiscrimination

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

Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] (____) ____ - ____ ([Email Address]).

Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] (____) ____ - ____ ([Email Address]).

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

**Complaint Form
Discrimination, Harassment or Retaliation**

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

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

The applicable coordinator may be contacted if you have questions about filling out this complaint form:
Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] (____) ____ - ____ ([Email Address]).
Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] (____) ____ - ____ ([Email Address]).

Name: _____ Date: _____

(1) Description of the complaint: _____

_____.

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

_____.

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

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

_____.

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

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

Received by: _____ Signature: _____
Date: _____

**DO NOT SEND TO THE DEPARTMENT OF LABOR.
PROVIDE TO EMPLOYEE.**

OMB Control Number: 1235-0003

Expires: 6/30/2023

In general, to be eligible to take leave under the Family and Medical Leave Act (FMLA), an employee must have worked for an employer for at least 12 months, meet the hours of service requirement in the 12 months preceding the leave, and work at a site with at least 50 employees within 75 miles. While use of this form is optional, a fully completed Form WH-381 provides employees with the information required by 29 C.F.R. §§ 825.300(b), (c) which must be provided within five business days of the employee notifying the employer of the need for FMLA leave. Information about the FMLA may be found [on the WHD website at www.dol.gov/agencies/whd/fmla](http://www.dol.gov/agencies/whd/fmla).

Date: _____ (mm/dd/yyyy)

From: _____ (Employer) To: _____ (Employee)

On _____ (mm/dd/yyyy), we learned that you need leave (beginning on) _____ (mm/dd/yyyy)
for one of the following reasons: (Select as appropriate)

- The birth of a child, or placement of a child with you for adoption or foster care, and to bond with the newborn or newly-placed child
- Your own serious health condition
- You are needed to care for your family member due to a serious health condition. Your family member is your:
 - Spouse
 - Parent
 - Child under age 18
 - Child 18 years or older and incapable of self-care because of a mental or physical disability
- A qualifying exigency arising out of the fact that your family member is on covered active duty or has been notified of an impending call or order to covered active duty status. Your family member on covered active duty is your:
 - Spouse
 - Parent
 - Child of any age
- You are needed to care for your family member who is a covered servicemember with a serious injury or illness. You are the servicemember's:
 - Spouse
 - Parent
 - Child
 - Next of kin

Spouse means a husband or wife as defined or recognized in the state where the individual was married, including in a common law marriage or same-sex marriage. The terms "child" and "parent" include *in loco parentis* relationships in which a person assumes the obligations of a parent to a child. An employee may take FMLA leave to care for an individual who assumed the obligations of a parent to the employee when the employee was a child. An employee may also take FMLA leave to care for a child for whom the employee has assumed the obligations of a parent. No legal or biological relationship is necessary.

SECTION I – NOTICE OF ELIGIBILITY

This Notice is to inform you that you are:

- Eligible** for FMLA leave. (See Section II for any Additional Information Needed and Section III for information on your Rights and Responsibilities.)
- Not eligible** for FMLA leave because: (Only one reason need be checked)
 - You have not met the FMLA's 12-month length of service requirement. As of the first date of requested leave, you will have worked approximately: _____ towards this requirement.
(months)
 - You have not met the FMLA's 1,250 hours of service requirement. As of the first date of requested leave, you will have worked approximately: _____ towards this requirement.
(hours of service)

Employee Name: _____

- You are an airline flight crew employee and you have not met the special hours of service eligibility requirements for airline flight crew employees as of the first date of requested leave (i.e., worked or been paid for at least 60% of your applicable monthly guarantee, and worked or been paid for at least 504 duty hours.)
- You do not work at and/or report to a site with 50 or more employees within 75-miles as of the date of your request.

If you have any questions, please contact: _____ (Name of employer representative)
at _____ (Contact information).

SECTION II – ADDITIONAL INFORMATION NEEDED

As explained in Section I, you meet the eligibility requirements for taking FMLA leave. Please review the information below to determine if additional information is needed in order for us to determine whether your absence qualifies as FMLA leave. Once we obtain any additional information specified below we will inform you, **within 5 business days**, whether your leave will be designated as FMLA leave and count towards the FMLA leave you have available. **If complete and sufficient information is not provided in a timely manner, your leave may be denied.**

(Select as appropriate)

- No additional information requested. If no additional information requested, go to Section III.
- We request that the leave be supported by a certification, as identified below.
 - Health Care Provider for the Employee
 - Health Care Provider for the Employee's Family Member
 - Qualifying Exigency
 - Serious Illness or Injury (Military Caregiver Leave)

Selected certification form is attached / not attached.

If requested, medical certification must be returned by _____ (mm/dd/yyyy) (Must allow at least 15 calendar days from the date the employer requested the employee to provide certification, unless it is not feasible despite the employee's diligent, good faith efforts.)

- We request that you provide reasonable documentation or a statement to establish the relationship between you and your family member, including *in loco parentis* relationships (as explained on page one). The information requested must be returned to us by _____ (mm/dd/yyyy). You may choose to provide a simple statement of the relationship or provide documentation such as a child's birth certificate, a court document, or documents regarding foster care or adoption-related activities. Official documents submitted for this purpose will be returned to you after examination.

- Other information needed (e.g. documentation for military family leave): _____
The information requested must be returned to us by _____ (mm/dd/yyyy).

If you have any questions, please contact: _____ (Name of employer representative)
at _____ (Contact information).

SECTION III – NOTICE OF RIGHTS AND RESPONSIBILITIES

Part A: FMLA Leave Entitlement

You have a right under the FMLA to take unpaid, job-protected FMLA leave in a 12-month period for certain family and medical reasons, including up to **12 weeks** of unpaid leave in a 12-month period for the birth of a child or placement of a child for adoption or foster care, for leave related to your own or a family member's serious health condition, or for certain qualifying exigencies related to the deployment of a military member to covered active duty. You also have a right

Employee Name: _____

under the FMLA to take up to **26 weeks** of unpaid, job-protected FMLA leave in a single 12-month period to care for a covered servicemember with a serious injury or illness (*Military Caregiver Leave*).

The 12-month period for FMLA leave is calculated as: (*Select as appropriate*)

- The calendar year (January 1st - December 31st)
- A fixed leave year based on _____
(*e.g., a fiscal year beginning on July 1 and ending on June 30*)
- The 12-month period measured forward from the date of your first FMLA leave usage.
- A “rolling” 12-month period measured backward from the date of any FMLA leave usage. (*Each time an employee takes FMLA leave, the remaining leave is the balance of the 12 weeks not used during the 12 months immediately before the FMLA leave is to start.*)

If applicable, the single 12-month period for *Military Caregiver Leave* started on _____ (*mm/dd/yyyy*).

You (*are* / *are not*) **considered a key employee** as defined under the FMLA. Your FMLA leave cannot be denied for this reason; however, we may not restore you to employment following FMLA leave if such restoration will cause substantial and grievous economic injury to us.

We (*have* / *have not*) determined that restoring you to employment at the conclusion of FMLA leave will cause substantial and grievous economic harm to us. Additional information will be provided separately concerning your status as key employee and restoration.

Part B: Substitution of Paid Leave – When Paid Leave is Used at the Same Time as FMLA Leave

You have a right under the FMLA to request that your accrued paid leave be substituted for your FMLA leave. This means that you can request that your accrued paid leave run concurrently with some or all of your unpaid FMLA leave, provided you meet any applicable requirements of our leave policy. Concurrent leave use means the absence will count against both the designated paid leave and unpaid FMLA leave at the same time. If you do not meet the requirements for taking paid leave, you remain entitled to take available unpaid FMLA leave in the applicable 12-month period. Even if you do not request it, the FMLA allows us to require you to use your available sick, vacation, or other paid leave during your FMLA absence.

(*Check all that apply*)

- Some or all of your FMLA leave will not be paid.** Any unpaid FMLA leave taken will be designated as FMLA leave and counted against the amount of FMLA leave you have available to use in the applicable 12-month period.
- You have requested to use some or all of your available paid leave** (*e.g., sick, vacation, PTO*) during your FMLA leave. Any paid leave taken for this reason will also be designated as FMLA leave and counted against the amount of FMLA leave you have available to use in the applicable 12-month period.
- We are requiring you to use some or all of your available paid leave** (*e.g., sick, vacation, PTO*) during your FMLA leave. Any paid leave taken for this reason will also be designated as FMLA leave and counted against the amount of FMLA leave you have available to use in the applicable 12-month period.
- Other:** (*e.g., short- or long-term disability, workers’ compensation, state medical leave law, etc.*) _____
Any time taken for this reason will also be designated as FMLA leave and counted against the amount of FMLA leave you have available to use in the applicable 12-month period.

The applicable conditions for use of paid leave include: _____.

For more information about conditions applicable to sick/vacation/other paid leave usage please refer to _____
_____ available at: _____.

Employee Name: _____

Part C: Maintain Health Benefits

Your health benefits must be maintained during any period of FMLA leave under the same conditions as if you continued to work. During any paid portion of FMLA leave, your share of any premiums will be paid by the method normally used during any paid leave. During any unpaid portion of FMLA leave, you must continue to make any normal contributions to the cost of the health insurance premiums. To make arrangements to continue to make your share of the premium payments on your health insurance while you are on any unpaid FMLA leave, contact _____ at _____.

You have a minimum grace period of (30-days or _____ *indicate longer period, if applicable*) in which to make premium payments. If payment is not made timely, your group health insurance may be cancelled, provided we notify you in writing at least 15 days before the date that your health coverage will lapse, or, at our option, we may pay your share of the premiums during FMLA leave, and recover these payments from you upon your return to work.

You may be required to reimburse us for our share of health insurance premiums paid on your behalf during your FMLA leave if you do not return to work following **unpaid** FMLA leave for a reason other than: the continuation, recurrence, or onset of your or your family member’s serious health condition which would entitle you to FMLA leave; or the continuation, recurrence, or onset of a covered servicemember’s serious injury or illness which would entitle you to FMLA leave; or other circumstances beyond your control.

Part D: Other Employee Benefits

Upon your return from FMLA leave, your other employee benefits, such as pensions or life insurance, must be resumed in the same manner and at the same levels as provided when your FMLA leave began. To make arrangements to continue your employee benefits while you are on FMLA leave, contact _____ at _____.

Part E: Return-to-Work Requirements

You must be reinstated to the same or an equivalent job with the same pay, benefits, and terms and conditions of employment on your return from FMLA-protected leave. An equivalent position is one that is virtually identical to your former position in terms of pay, benefits, and working conditions. At the end of your FMLA leave, all benefits must also be resumed in the same manner and at the same level provided when the leave began. You do not have return-to-work rights under the FMLA if you need leave beyond the amount of FMLA leave you have available to use.

Part F: Other Requirements While on FMLA Leave

While on leave you (will be / will not be) required to furnish us with periodic reports of your status and intent to return to work every _____.

(Indicate interval of periodic reports, as appropriate for the FMLA leave situation).

If the circumstances of your leave change and you are able to return to work earlier than expected, you will be required to notify us at least two workdays prior to the date you intend to report for work.

PAPERWORK REDUCTION ACT NOTICE AND PUBLIC BURDEN STATEMENT

It is mandatory for employers to provide employees with notice of their eligibility for FMLA protection and their rights and responsibilities. 29 U.S.C. § 2617; 29 C.F.R. § 825.300(b), (c). It is mandatory for employers to retain a copy of this disclosure in their records for three years. 29 U.S.C. § 2616; 29 C.F.R. § 825.500. Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. The Department of Labor estimates that it will take an average of 10 minutes for respondents to complete this collection of information, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments regarding this burden estimate or any other aspect of this collection information, including suggestions for reducing this burden, send them to the Administrator, Wage and Hour Division, U.S. Department of Labor, Room S-3502, 200 Constitution Avenue, N.W., Washington, D.C. 20210.

DO NOT SEND THE COMPLETED FORM TO THE DEPARTMENT OF LABOR. EMPLOYEE INFORMATION.

**DO NOT SEND TO THE DEPARTMENT OF LABOR.
PROVIDE TO EMPLOYEE.**

OMB Control Number: 1235-0003

Expires: 6/30/2023

Leave covered under the Family and Medical Leave Act (FMLA) must be designated as FMLA-protected and the employer must inform the employee of the amount of leave that will be counted against the employee's FMLA leave entitlement. In order to determine whether leave is covered under the FMLA, the employer may request that the leave be supported by a certification. If the certification is incomplete or insufficient, the employer must state in writing what additional information is necessary to make the certification complete and sufficient. While use of this form is optional, a fully completed Form WH-382 provides employees with the information required by 29 C.F.R. §§ 825.300(d), 825.301, and 825.305(c), which must be provided within five business days of the employer having enough information to determine whether the leave is for an FMLA-qualifying reason. Information about the FMLA may be found [on the WHD website at www.dol.gov/agencies/whd/fmla](http://www.dol.gov/agencies/whd/fmla).

SECTION I - EMPLOYER

The employer is responsible in **all** circumstances for designating leave as FMLA-qualifying and giving notice to the employee. Once an eligible employee communicates a need to take leave for an FMLA-qualifying reason, an employer may not delay designating such leave as FMLA leave, and neither the employee nor the employer may decline FMLA protection for that leave.

Date: _____ (mm/dd/yyyy)

From: _____ (Employer) To: _____ (Employee)

On _____ (mm/dd/yyyy) we received your most recent information to support your need for leave due to:
(Select as appropriate)

- The birth of a child, or placement of a child with you for adoption or foster care, and to bond with the newborn or newly-placed child
- Your own serious health condition
- The serious health condition of your spouse, child, or parent
- A qualifying exigency arising out of the fact that your spouse, child, or parent is on covered active duty or has been notified of an impending call or order to covered active duty with the Armed Forces
- A serious injury or illness of a covered servicemember where you are the servicemember's spouse, child, parent, or next of kin (Military Caregiver Leave)

We have reviewed information related to your need for leave under the FMLA along with any supporting documentation provided and decided that your FMLA leave request is: (Select as appropriate)

- Approved.** All leave taken for this reason will be designated as FMLA leave. Go to Section III for more information.
- Not Approved:** (Select as appropriate)
 - The FMLA does not apply to your leave request.
 - As of the date the leave is to start, you do not have any FMLA leave available to use.
 - Other _____
- Additional information** is needed to determine if your leave request qualifies as FMLA leave. (Go to Section II for the specific information needed. If your FMLA leave request is approved and no additional information is needed, go to Section III.)

SECTION II – ADDITIONAL INFORMATION NEEDED

We need additional information to determine whether your leave request qualifies under the FMLA. Once we obtain the additional information requested, we will inform you **within 5 business days** if your leave will or will not be designated as FMLA leave and count towards the amount of FMLA leave you have available. **Failure to provide the additional information as requested may result in a denial of your FMLA leave request.**

If you have any questions, please contact: _____ at _____
(Name of employer FMLA representative) (Contact information)

Incomplete or Insufficient Certification

The certification you have provided is incomplete and/or insufficient to determine whether the FMLA applies to your leave request.
(Select as applicable)

- The certification provided is incomplete and we are unable to determine whether the FMLA applies to your leave request. "Incomplete" means one or more of the applicable entries on the certification have not been completed.

Employee Name: _____

- The certification provided is insufficient to determine whether the FMLA applies to your leave request. “Insufficient” means the information provided is vague, unclear, ambiguous or non-responsive.

Specify the information needed to make the certification complete and/or sufficient: _____

You must provide the requested information no later than (provide at least 7 calendar days) _____ (mm/dd/yyyy), unless it is not practicable under the particular circumstances despite your diligent good faith efforts, or your leave may be denied.

Second and Third Opinions

- We request that you obtain a (second / third opinion) medical certification at our expense, and we will provide further details at a later time. Note: The employee or the employee’s family member may be requested to authorize the health care provider to release information pertaining only to the serious health condition at issue.

SECTION III – FMLA LEAVE APPROVED

As explained in Section I, your FMLA leave request is approved. All leave taken for this reason will be designated as FMLA leave and will count against the amount of FMLA leave you have available to use in the applicable 12-month period. The FMLA requires that you notify us as soon as practicable if the dates of scheduled leave change, are extended, or were initially unknown. Based on the information you have provided to date, we are providing the following information about the amount of time that will be counted against the total **amount of FMLA leave** you have available to use in the applicable 12-month period: (Select as appropriate)

- Provided there is no change from your **anticipated FMLA leave schedule**, the following number of hours, days, or weeks will be counted against your leave entitlement: _____.
- Because the leave you will need will be **unscheduled**, it is not possible to provide the hours, days, or weeks that will be counted against your FMLA entitlement at this time. You have the right to request this information once in a 30-day period (if leave was taken in the 30-day period).

Please be advised: (check all that apply)

- Some or all of your FMLA leave will not be paid.** Any unpaid FMLA leave taken will be designated as FMLA leave and counted against the amount of FMLA leave you have available to use in the applicable 12-month period.
- Based on your request, some or all of your available paid leave** (e.g., sick, vacation, PTO) **will be used during your FMLA leave.** Any paid leave taken for this reason will also be designated as FMLA leave and counted against the amount of FMLA leave you have available to use in the applicable 12-month period.
- We are requiring you to use some or all of your available paid leave** (e.g., sick, vacation, PTO) **during your FMLA leave.** Any paid leave taken for this reason will also be designated as FMLA leave and counted against the amount of FMLA leave you have available to use in the applicable 12-month period.
- Other:** _____
(e.g., Short- or long-term disability, workers’ compensation, state medical leave law, etc.) Any time taken for this reason will also be designated as FMLA leave and counted against the amount of FMLA leave you have available to use in the applicable 12-month period.

Return-to-work requirements. To be restored to work after taking FMLA leave, you (will be / will not be) required to provide a certification from your health care provider (fitness-for-duty certification) that you are able to resume work. This request for a fitness-for-duty certification is *only* with regard to the particular serious health condition that caused your need for FMLA leave. **If such certification is not timely received, your return to work may be delayed until the certification is provided.**

A list of the essential functions of your position (is / is not) attached. If attached, the fitness-for-duty certification must address your ability to perform the essential job functions.

PAPERWORK REDUCTION ACT NOTICE AND PUBLIC BURDEN STATEMENT

It is mandatory for employers to inform employees in writing whether leave requested under the FMLA has been determined to be covered under the FMLA. 29 U.S.C. § 2617; 29 C.F.R. § 825.300(d), (e). It is mandatory for employers to retain a copy of this disclosure in their records for three years. 29 U.S.C. § 2616; 29 C.F.R. § 825.500. Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. The Department of Labor estimates that it will take an average of 10 minutes for respondents to complete this collection of information, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments regarding this burden estimate or any other aspect of this collection information, including suggestions for reducing this burden, send them to the Administrator, Wage and Hour Division, U.S. Department of Labor, Room S-3502, 200 Constitution Avenue, N.W., Washington, D.C. 20210.

DO NOT SEND THE COMPLETED FORM TO THE DEPARTMENT OF LABOR. EMPLOYEE INFORMATION.

Certification of Health Care Provider for Employee's Serious Health Condition under the Family and Medical Leave Act

**U.S. Department of Labor
Wage and Hour Division**



DO NOT SEND COMPLETED FORM TO THE DEPARTMENT OF LABOR.
RETURN TO THE PATIENT.

OMB Control Number: 1235-0003
Expires: 6/30/2023

The Family and Medical Leave Act (FMLA) provides that an employer may require an employee seeking FMLA protections because of a need for leave due to a serious health condition to submit a medical certification issued by the employee's health care provider. 29 U.S.C. §§ 2613, 2614(c)(3); 29 C.F.R. § 825.305. The employer must give the employee **at least 15 calendar days** to provide the certification. If the employee fails to provide complete and sufficient medical certification, his or her FMLA leave request may be denied. 29 C.F.R. § 825.313. Information about the FMLA may be found [on the WHD website at www.dol.gov/agencies/whd/fmla](http://www.dol.gov/agencies/whd/fmla).

SECTION I – EMPLOYER

Either the employee or the employer may complete Section I. While use of this form is optional, this form asks the health care provider for the information necessary for a complete and sufficient medical certification, which is set out at 29 C.F.R. § 825.306. **You may not ask the employee to provide more information than allowed under the FMLA regulations, 29 C.F.R. §§ 825.306-825.308.** Additionally, you **may not** request a certification for FMLA leave to bond with a healthy newborn child or a child placed for adoption or foster care.

Employers must generally maintain records and documents relating to medical information, medical certifications, recertifications, or medical histories of employees created for FMLA purposes as confidential medical records in separate files/records from the usual personnel files and in accordance with 29 C.F.R. § 1630.14(c)(1), if the Americans with Disabilities Act applies, and in accordance with 29 C.F.R. § 1635.9, if the Genetic Information Nondiscrimination Act applies.

(1) Employee name: _____
First Middle Last

(2) Employer name: _____ Date: _____ (mm/dd/yyyy)
(List date certification requested)

(3) The medical certification must be returned by _____ (mm/dd/yyyy)
(Must allow at least 15 calendar days from the date requested, unless it is not feasible despite the employee's diligent, good faith efforts.)

(4) Employee's job title: _____ Job description (is / is not) attached.
Employee's regular work schedule: _____
Statement of the employee's essential job functions: _____

(The essential functions of the employee's position are determined with reference to the position the employee held at the time the employee notified the employer of the need for leave or the leave started, whichever is earlier.)

SECTION II - HEALTH CARE PROVIDER

Please provide your contact information, complete all relevant parts of this Section, and sign the form. Your patient has requested leave under the FMLA. The FMLA allows an employer to require that the employee submit a timely, complete, and sufficient medical certification to support a request for FMLA leave due to the serious health condition of the employee. For FMLA purposes, a "serious health condition" means an illness, injury, impairment, or physical or mental condition that involves *inpatient care* or *continuing treatment by a health care provider*. For more information about the definitions of a serious health condition under the FMLA, see the chart on page 4.

You may, but are **not required** to, provide other appropriate medical facts including symptoms, diagnosis, or any regimen of continuing treatment such as the use of specialized equipment. Please note that some state or local laws may not allow disclosure of private medical information about the patient's serious health condition, such as providing the diagnosis and/or course of treatment.

Employee Name: _____

Health Care Provider's name: (Print) _____

Health Care Provider's business address: _____

Type of practice / Medical specialty: _____

Telephone: (____) _____ Fax: (____) _____ E-mail: _____

PART A: Medical Information

Limit your response to the medical condition(s) for which the employee is seeking FMLA leave. Your answers should be your **best estimate** based upon your medical knowledge, experience, and examination of the patient. **After completing Part A, complete Part B to provide information about the amount of leave needed.** Note: For FMLA purposes, "incapacity" means the inability to work, attend school, or perform regular daily activities due to the condition, treatment of the condition, or recovery from the condition. Do not provide information about genetic tests, as defined in 29 C.F.R. § 1635.3(f), genetic services, as defined in 29 C.F.R. § 1635.3(e), or the manifestation of disease or disorder in the employee's family members, 29 C.F.R. § 1635.3(b).

(1) State the approximate date the condition started or will start: _____ (mm/dd/yyyy)

(2) Provide your **best estimate** of how long the condition lasted or will last: _____

(3) Check the box(es) for the questions below, as applicable. For all box(es) checked, the amount of leave needed must be provided in Part B.

Inpatient Care: The patient (has been / is expected to be) admitted for an overnight stay in a hospital, hospice, or residential medical care facility on the following date(s): _____

Incapacity plus Treatment: (e.g. outpatient surgery, strep throat)

Due to the condition, the patient (has been / is expected to be) incapacitated for *more than* three consecutive, full calendar days from _____ (mm/dd/yyyy) to _____ (mm/dd/yyyy).

The patient (was / will be) seen on the following date(s): _____

The condition (has / has not) also resulted in a course of continuing treatment under the supervision of a health care provider (e.g. prescription medication (other than over-the-counter) or therapy requiring special equipment)

Pregnancy: The condition is pregnancy. List the expected delivery date: _____ (mm/dd/yyyy).

Chronic Conditions: (e.g. asthma, migraine headaches) Due to the condition, it is medically necessary for the patient to have treatment visits at least twice per year.

Permanent or Long Term Conditions: (e.g. Alzheimer's, terminal stages of cancer) Due to the condition, incapacity is permanent or long term and requires the continuing supervision of a health care provider (even if active treatment is not being provided).

Conditions requiring Multiple Treatments: (e.g. chemotherapy treatments, restorative surgery) Due to the condition, it is medically necessary for the patient to receive multiple treatments.

None of the above: If none of the above condition(s) were checked, (i.e., inpatient care, pregnancy) no additional information is needed. Go to page 4 to sign and date the form.

Employee Name: _____

- (4) If needed, briefly describe other appropriate medical facts related to the condition(s) for which the employee seeks FMLA leave. (e.g., use of nebulizer, dialysis) _____

PART B: Amount of Leave Needed

For the medical condition(s) checked in Part A, complete all that apply. Several questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be your **best estimate** based upon your medical knowledge, experience, and examination of the patient. Be as specific as you can; terms such as “lifetime,” “unknown,” or “indeterminate” may not be sufficient to determine FMLA coverage.

- (5) Due to the condition, the patient (had / will have) **planned medical treatment(s)** (scheduled medical visits) (e.g. psychotherapy, prenatal appointments) on the following date(s): _____

- (6) Due to the condition, the patient (was / will be) **referred to other health care provider(s)** for evaluation or treatment(s).

State the nature of such treatments: (e.g. cardiologist, physical therapy) _____

Provide your **best estimate** of the beginning date _____ (mm/dd/yyyy) and end date _____ (mm/dd/yyyy) for the treatment(s).

Provide your **best estimate** of the duration of the treatment(s), including any period(s) of recovery (e.g. 3 days/week) _____

- (7) Due to the condition, it is medically necessary for the employee to work a **reduced schedule**.

Provide your **best estimate** of the reduced schedule the employee is able to work. From _____ (mm/dd/yyyy) to _____ (mm/dd/yyyy) the employee is able to work: (e.g., 5 hours/day, up to 25 hours a week)

- (8) Due to the condition, the patient (was / will be) **incapacitated for a continuous period of time**, including any time for treatment(s) and/or recovery.

Provide your **best estimate** of the beginning date _____ (mm/dd/yyyy) and end date _____ (mm/dd/yyyy) for the period of incapacity.

- (9) Due to the condition, it (was / is / will be) medically necessary for the employee to be absent from work on an **intermittent basis** (periodically), including for any episodes of incapacity i.e., episodic flare-ups. Provide your **best estimate** of how often (frequency) and how long (duration) the episodes of incapacity will likely last.

Over the next 6 months, episodes of incapacity are estimated to occur _____ times per (day / week / month) and are likely to last approximately _____ (hours / days) per episode.

Employee Name: _____

PART C: Essential Job Functions

If provided, the information in Section I question #4 may be used to answer this question. If the employer fails to provide a statement of the employee’s essential functions or a job description, answer these questions based upon the employee’s own description of the essential job functions. An employee who must be absent from work to receive medical treatment(s), such as scheduled medical visits, for a serious health condition is considered to be *not able* to perform the essential job functions of the position during the absence for treatment(s).

(10) Due to the condition, the employee (was not able / is not able / will not be able) to perform *one or more* of the essential job function(s). Identify at least one essential job function the employee is not able to perform:

Signature of Health Care Provider _____ Date _____ (mm/dd/yyyy)

Definitions of a Serious Health Condition (See 29 C.F.R. §§ 825.113-.115)
Inpatient Care
<ul style="list-style-type: none">• An overnight stay in a hospital, hospice, or residential medical care facility.• Inpatient care includes any period of incapacity or any subsequent treatment in connection with the overnight stay.
Continuing Treatment by a Health Care Provider (any one or more of the following)
<p><u>Incapacity Plus Treatment:</u> A period of incapacity of more than three consecutive, full calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves either:</p> <ul style="list-style-type: none">○ Two or more in-person visits to a health care provider for treatment within 30 days of the first day of incapacity unless extenuating circumstances exist. The first visit must be within seven days of the first day of incapacity; or,○ At least one in-person visit to a health care provider for treatment within seven days of the first day of incapacity, which results in a regimen of continuing treatment under the supervision of the health care provider. For example, the health provider might prescribe a course of prescription medication or therapy requiring special equipment.
<p><u>Pregnancy:</u> Any period of incapacity due to pregnancy or for prenatal care.</p>
<p><u>Chronic Conditions:</u> Any period of incapacity due to or treatment for a chronic serious health condition, such as diabetes, asthma, migraine headaches. A chronic serious health condition is one which requires visits to a health care provider (or nurse supervised by the provider) at least twice a year and recurs over an extended period of time. A chronic condition may cause episodic rather than a continuing period of incapacity.</p>
<p><u>Permanent or Long-term Conditions:</u> A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective, but which requires the continuing supervision of a health care provider, such as Alzheimer’s disease or the terminal stages of cancer.</p>
<p><u>Conditions Requiring Multiple Treatments:</u> Restorative surgery after an accident or other injury; or, a condition that would likely result in a period of incapacity of more than three consecutive, full calendar days if the patient did not receive the treatment.</p>

PAPERWORK REDUCTION ACT NOTICE AND PUBLIC BURDEN STATEMENT

If submitted, it is mandatory for employers to retain a copy of this disclosure in their records for three years. 29 U.S.C. § 2616; 29 C.F.R. § 825.500. Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. The Department of Labor estimates that it will take an average of 15 minutes for respondents to complete this collection of information, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments regarding this burden estimate or any other aspect of this collection information, including suggestions for reducing this burden, send them to the Administrator, Wage and Hour Division, U.S. Department of Labor, Room S-3502, 200 Constitution Avenue, N.W., Washington, D.C. 20210.

DO NOT SEND COMPLETED FORM TO THE DEPARTMENT OF LABOR. RETURN TO THE PATIENT.

**Certification of Health Care Provider for
Family Member's Serious Health Condition
under the Family and Medical Leave Act**

**U.S. Department of Labor
Wage Hour Division**



**DO NOT SEND COMPLETED FORM TO THE DEPARTMENT OF LABOR.
RETURN TO THE PATIENT.**

OMB Control Number: 1235-0003
Expires: 6/30/2023

The Family and Medical Leave Act (FMLA) provides that an employer may require an employee seeking FMLA leave to care for a family member with a serious health condition to submit a medical certification issued by the family member's health care provider. 29 U.S.C. §§ 2613, 2614(c)(3); 29 C.F.R. § 825.305. The employer must give the employee **at least 15 calendar days** to provide the certification. If the employee fails to provide complete and sufficient medical certification, his or her FMLA leave request may be denied. 29 C.F.R. § 825.313. Information about the FMLA may be found [on the WHD website at www.dol.gov/agencies/whd/fmla](http://www.dol.gov/agencies/whd/fmla).

SECTION I - EMPLOYER

Either the employee or the employer may complete Section I. While use of this form is optional, this form asks the health care provider for the information necessary for a complete and sufficient medical certification, which is set out at 29 C.F.R. § 825.306. **You may not ask the employee to provide more information than allowed under the FMLA regulations, 29 C.F.R. §§ 825.306-825.308.** Additionally, you **may not** request a certification for FMLA leave to bond with a healthy newborn child or a child placed for adoption or foster care.

Employers must generally maintain records and documents relating to medical information, medical certifications, recertifications, or medical histories of employees or employees' family members created for FMLA purposes as confidential medical records in separate files/records from the usual personnel files and in accordance with 29 C.F.R. § 1630.14(c)(1), if the Americans with Disabilities Act applies, and in accordance with 29 C.F.R. § 1635.9, if the Genetic Information Nondiscrimination Act applies.

(1) Employee name: _____
First Middle Last

(2) Employer name: _____ Date: _____ (mm/dd/yyyy)
(List date certification requested)

(3) The medical certification must be returned by _____ (mm/dd/yyyy)
(Must allow at least 15 calendar days from the date requested, unless it is not feasible despite the employee's diligent, good faith efforts.)

SECTION II - EMPLOYEE

Please complete and sign Section II before providing this form to your family member or your family member's health care provider. The FMLA allows an employer to require that you submit a timely, complete, and sufficient medical certification to support a request for FMLA leave due to the serious health condition of your family member. If requested by your employer, your response is required to obtain or retain the benefit of the FMLA protections. 29 U.S.C. §§ 2613, 2614(c)(3). **You are responsible for making sure the medical certification is provided to your employer within the time frame requested, which must be at least 15 calendar days.** 29 C.F.R. §§ 825.305-825.306. Failure to provide a complete and sufficient medical certification may result in a denial of your FMLA leave request. 29 C.F.R. § 825.313.

(1) Name of the family member for whom you will provide care: _____

(2) Select the relationship of the family member to you. The family member is your:
 Spouse Parent Child, under age 18
 Child, age 18 or older and incapable of self-care because of a mental or physical disability

Spouse means a husband or wife as defined or recognized in the state where the individual was married, including in a common law marriage or same-sex marriage. The terms "child" and "parent" include *in loco parentis* relationships in which a person assumes the obligations of a parent to a child. An employee may take FMLA leave to care for an individual who assumed the obligations of a parent to the employee when the employee was a child. An employee may also take FMLA leave to care for a child for whom the employee has assumed the obligations of a parent. No legal or biological relationship is necessary.

Employee Name: _____

(3) Briefly describe the care you will provide to your family member: *(Check all that apply)*

- Assistance with basic medical, hygienic, nutritional, or safety needs Transportation
 Physical Care Psychological Comfort Other: _____

(4) Give your **best estimate** of the amount of leave needed to provide the care described: _____

(5) If a **reduced work schedule** is necessary to provide the care described, give your **best estimate** of the reduced schedule you are able to work. From _____ *(mm/dd/yyyy)* to _____ *(mm/dd/yyyy)*, I am able to work _____ *(hours per day)* _____ *(days per week)*.

Employee Signature _____ Date _____ *(mm/dd/yyyy)*

SECTION III - HEALTH CARE PROVIDER

Please provide your contact information, complete all relevant parts of this Section, and sign the form below. A family member of your patient has requested leave under the FMLA to care for your patient. The FMLA allows an employer to require that the employee submit a timely, complete, and sufficient medical certification to support a request for FMLA leave to care for a family member with a serious health condition. For FMLA purposes, a "serious health condition" means an illness, injury, impairment, or physical or mental condition that *involves inpatient care or continuing treatment by a health care provider*. For more information about the definitions of a serious health condition under the FMLA, see the chart at the end of the form.

You also may, but are **not required** to, provide other appropriate medical facts including symptoms, diagnosis, or any regimen of continuing treatment such as the use of specialized equipment. Please note that some state or local laws may not allow disclosure of private medical information about the patient's serious health condition, such as providing the diagnosis and/or course of treatment.

Health Care Provider's name: *(Print)* _____

Health Care Provider's business address: _____

Type of practice / Medical specialty: _____

Telephone: (____) _____ Fax: (____) _____ E-mail: _____

PART A: Medical Information

Limit your response to the medical condition for which the employee is seeking FMLA leave. Your answers should be your **best estimate** based upon your medical knowledge, experience, and examination of the patient. **After completing Part A, complete Part B to provide information about the amount of leave needed.** Note: For FMLA purposes, "incapacity" means the inability to work, attend school, or perform regular daily activities due to the condition, treatment of the condition, or recovery from the condition. Do not provide information about genetic tests, as defined in 29 C.F.R. § 1635.3(f), genetic services, as defined in 29 C.F.R. § 1635.3(e), or the manifestation of disease or disorder in the employee's family members, 29 C.F.R. § 1635.3(b).

(1) Patient's Name: _____

(2) State the approximate date the condition started or will start: _____ *(mm/dd/yyyy)*

(3) Provide your **best estimate** of how long the condition lasted or will last: _____

(4) For FMLA to apply, care of the patient must be medically necessary. Briefly describe the type of care needed by the patient *(e.g., assistance with basic medical, hygienic, nutritional, safety, transportation needs, physical care, or psychological comfort)*.

Employee Name: _____

(5) Check the box(es) for the questions below, as applicable. For all box(es) checked, the amount of leave needed must be provided in Part B.

Inpatient Care: The patient (has been / is expected to be) admitted for an overnight stay in a hospital, hospice, or residential medical care facility on the following date(s): _____

Incapacity plus Treatment: (e.g. outpatient surgery, strep throat)

Due to the condition, the patient (has been / is expected to be) incapacitated for *more than three* consecutive, full calendar days from _____ (mm/dd/yyyy) to _____ (mm/dd/yyyy).

The patient (was / will be) seen on the following date(s): _____

The condition (has / has not) also resulted in a course of continuing treatment under the supervision of a health care provider (e.g. prescription medication (other than over-the-counter) or therapy requiring special equipment)

Pregnancy: The condition is pregnancy. List the expected delivery date: _____ (mm/dd/yyyy).

Chronic Conditions: (e.g. asthma, migraine headaches) Due to the condition, it is medically necessary for the patient to have treatment visits at least twice per year.

Permanent or Long Term Conditions: (e.g. Alzheimer's, terminal stages of cancer) Due to the condition, incapacity is permanent or long term and requires the continuing supervision of a health care provider (even if active treatment is not being provided).

Conditions requiring Multiple Treatments: (e.g. chemotherapy treatments, restorative surgery) Due to the condition, it is medically necessary for the patient to receive multiple treatments.

None of the above: If none of the above condition(s) were checked, (i.e., inpatient care, pregnancy) no additional information is needed. Go to page 4 to sign and date the form.

(6) If needed, briefly describe other appropriate medical facts related to the condition(s) for which the employee seeks FMLA leave. (e.g., use of nebulizer, dialysis) _____

PART B: Amount of Leave Needed

For the medical condition(s) checked in Part A, complete all that apply. Several questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be your **best estimate** based upon your medical knowledge, experience, and examination of the patient. Be as specific as you can; terms such as "lifetime," "unknown," or "indeterminate" may not be sufficient to determine if the benefits and protections of the FMLA apply.

(7) Due to the condition, the patient (had / will have) **planned medical treatment(s)** (scheduled medical visits) (e.g. psychotherapy, prenatal appointments) on the following date(s): _____

(8) Due to the condition, the patient (was / will be) **referred to other health care provider(s)** for evaluation or treatment(s).

State the nature of such treatments: (e.g. cardiologist, physical therapy) _____

Provide your **best estimate** of the beginning date _____ (mm/dd/yyyy) and end date _____ (mm/dd/yyyy) for the treatment(s).

Provide your **best estimate** of the duration of the treatment(s), including any period(s) of recovery _____ (e.g. 3 days/week)

Employee Name: _____

- (9) Due to the condition, the patient (was / will be) **incapacitated for a continuous period of time**, including any time for treatment(s) and/or recovery.

Provide your **best estimate** of the beginning date: _____ (mm/dd/yyyy) and end date _____ (mm/dd/yyyy) for the period of incapacity.

- (10) Due to the condition it, (was / is / will be) medically necessary for the employee to be absent from work to provide care for the patient on an **intermittent basis** (periodically), including for any episodes of incapacity i.e., episodic flare-ups. Provide your **best estimate** of how often (frequency) and how long (duration) the episodes of incapacity will likely last.

Over the next 6 months, episodes of incapacity are estimated to occur _____ times per (day / week / month) and are likely to last approximately _____ (hours / days) per episode.

Signature of Health Care Provider _____ Date _____ (mm/dd/yyyy)

Definitions of a Serious Health Condition (See 29 C.F.R. §§ 825.113-.115)

Inpatient Care

- An overnight stay in a hospital, hospice, or residential medical care facility.
- Inpatient care includes any period of incapacity or any subsequent treatment in connection with the overnight stay.

Continuing Treatment by a Health Care Provider (any one or more of the following)

Incapacity Plus Treatment: A period of incapacity of more than three consecutive, full calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves either:

- Two or more in-person visits to a health care provider for treatment within 30 days of the first day of incapacity unless extenuating circumstances exist. The first visit must be within seven days of the first day of incapacity; or,
- At least one in-person visit to a health care provider for treatment within seven days of the first day of incapacity, which results in a regimen of continuing treatment under the supervision of the health care provider. For example, the health provider might prescribe a course of prescription medication or therapy requiring special equipment.

Pregnancy: Any period of incapacity due to pregnancy or for prenatal care.

Chronic Conditions: Any period of incapacity due to or treatment for a chronic serious health condition, such as diabetes, asthma, migraine headaches. A chronic serious health condition is one which requires visits to a health care provider (or nurse supervised by the provider) at least twice a year and recurs over an extended period of time. A chronic condition may cause episodic rather than a continuing period of incapacity.

Permanent or Long-term Conditions: A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective, but which requires the continuing supervision of a health care provider, such as Alzheimer's disease or the terminal stages of cancer.

Conditions Requiring Multiple Treatments: Restorative surgery after an accident or other injury; or, a condition that would likely result in a period of incapacity of more than three consecutive, full calendar days if the patient did not receive the treatment.

PAPERWORK REDUCTION ACT NOTICE AND PUBLIC BURDEN STATEMENT

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DO NOT SEND COMPLETED FORM TO THE DEPARTMENT OF LABOR. RETURN TO THE PATIENT.

**Certification for Military Family Leave for
Qualifying Exigency
under the Family and Medical Leave Act**

**U.S. Department of Labor
Wage and Hour Division**



**DO NOT SEND FORM TO THE DEPARTMENT OF LABOR.
RETURN THE COMPLETED FORM TO THE EMPLOYER.**

OMB Control Number: 1235-0003
Expires: 6/30/2023

The Family and Medical Leave Act (FMLA) provides that eligible employees may take FMLA leave for a qualifying exigency while the employee's spouse, child, or parent (the military member) is on covered active duty or has been notified of an impending call or order to covered active duty. The FMLA allows an employer to require an employee seeking FMLA leave due to a qualifying exigency to submit a certification. 29 U.S.C. §§ 2613, 2614(c)(3). The employer must give the employee **at least 15 calendar days** to provide the certification. 29 C.F.R. § 825.305(b). If the employee fails to provide complete and sufficient certification, the employee's FMLA leave request may be denied. 29 C.F.R. § 825.313. Information about the FMLA may be found [on the WHD website at http://www.dol.gov/agencies/whd/fmla](http://www.dol.gov/agencies/whd/fmla).

SECTION I - EMPLOYER

Either the employee or the employer may complete Section I. While use of this form is optional, it asks the employee for the information necessary for a complete and sufficient qualifying exigency certification, which is set out at 29 C.F.R. § 825.309. **You may not ask the employee to provide more information than allowed under the FMLA regulations, 29 C.F.R. § 825.309.**

- (1) Employee name: _____
First Middle Last
- (2) Employer name: _____ Date: _____ (mm/dd/yyyy)
(List date certification requested)
- (3) This certification must be returned by _____ (mm/dd/yyyy).
(Must allow at least 15 calendar days from the date requested, unless it is not feasible despite the employee's diligent, good faith efforts.)

SECTION II - EMPLOYEE

Please complete all Parts of Section II and sign the form before returning it to your employer. The FMLA allows an employer to require that you submit a timely, complete, and sufficient certification to support a request for FMLA leave due to a qualifying exigency. If requested by your employer, your response is required to obtain the benefits and protections of the FMLA. 29 C.F.R. § 825.309. Failure to provide a complete and sufficient certification may result in a denial of your FMLA leave request. A complete and sufficient certification to support a request for FMLA leave due to a qualifying exigency includes written documentation confirming a military member's covered active duty or call to covered active duty status. **You are responsible for making sure the certification is provided to your employer within the time frame requested, which must be at least 15 calendar days.** 29 C.F.R. § 825.313.

- (1) Provide the name of the military member on covered active duty or call to covered active duty status:

First Middle Last
- (2) Select your relationship of the military member. The military member is your:
 Spouse Parent Child, of any age

Spouse means a husband or wife as defined or recognized in the state where the individual was married, including a common law marriage or same-sex marriage. The terms "child" and "parent" include *in loco parentis* relationships in which a person assumes the obligations of a parent to a child. An employee may take FMLA leave for a qualifying exigency related a military member who assumed the obligations of a parent to the employee when the employee was a child. An employee may also take FMLA leave for a qualifying exigency related a military member for whom the employee has assumed the obligations of a parent. No legal or biological relationship is necessary.

Employee Name: _____

PART A: COVERED ACTIVE DUTY STATUS

Covered active duty or call to covered active duty in the case of a member of the Regular Armed Forces means duty during the deployment of the member with the Armed Forces to a foreign country. Covered active duty or call to covered active duty in the case of a member of the Reserve components means duty during the deployment of the member with the Armed Forces to a foreign country under a Federal call or order to active duty in support of a contingency operation pursuant to: Section 688 of Title 10 of the United States Code; Section 12301(a) of Title 10 of the United States Code; Section 12302 of Title 10 of the United States Code; Section 12304 of Title 10 of the United States Code; Section 12305 of Title 10 of the United States Code; Section 12406 of Title 10 of the United States Code; chapter 15 of Title 10 of the United States Code; or, any other provision of law during a war or during a national emergency declared by the President or Congress so long as it is in support of a contingency operation. 10 U.S.C. § 101(a)(13)(B).

An employer may require the employee to provide a copy of the military member's active duty orders or other documentation issued by the military which indicates that the military member is on covered active duty or call to covered active duty status, and the dates of the military member's covered active duty service. **This information need only be provided to the employer once, unless additional leave is needed for a different military member or different deployment.**

- (3) Provide the dates of the military member's covered active duty service: _____
- (4) Please check one of the following and attach the indicated written document to support that the military member is on covered active duty or call to covered active duty status:
 - A copy of the military member's covered active duty orders
 - Other documentation from the military indicating that the military member is on covered active duty or has been notified of an impending call to covered active duty, such as official military correspondence from the military member's chain of command
 - I have previously provided my employer with sufficient written documentation confirming the military member's covered active duty or call to covered active duty status

PART B: APPROPRIATE FACTS

Under the FMLA, leave can be taken for a number of qualifying exigencies. 29 C.F.R. § 825.126(b). Complete and sufficient certification to support a request for FMLA leave due to a qualifying exigency includes available written documentation which supports the need for leave such as a copy of a meeting announcement for informational briefings sponsored by the military, a document confirming the military member's Rest and Recuperation leave, or other documentation issued by the military which indicates that the military member has been granted Rest and Recuperation leave, or a document confirming an appointment with a third party (e.g., a counselor or school official, or staff at a care facility, a copy of a bill for services for the handling of legal or financial affairs). Please provide appropriate facts related to the particular qualifying exigency to support the FMLA leave request, including information on the type of qualifying exigency and any available written documentation of the exigency event.

- (5) Select the appropriate **Qualifying Exigency Category** and, if needed, provide additional information related to the event:
 - Short notice deployment (*i.e.*, deployment within seven or fewer days of notice)
 - Military events and related activities (*e.g.*, *official ceremonies or events, or family support and assistance programs*):

 - Childcare related activities for the child of the military member (*e.g.*, *arranging for alternative childcare*):

Employee Name: _____

- Care for the military member's parent (*e.g., admitting or transferring the parent to a new care facility*):

 - Financial and legal arrangements related to the deployment (*e.g., obtaining military identification cards*)
 - Counseling related to the deployment (*i.e., counseling provided by someone other than a health care provider*)
 - Military member's short-term, temporary Rest and Recuperation leave (R&R) (leave for this reason is limited to 15 calendar days for each instance of R&R)
 - Post deployment activities (*e.g., arrival ceremonies, or reintegration briefings and events*): _____
 - Any other event that the employee and employer agree is a qualifying exigency: _____
- (6) **Available written documentation** supporting this request for leave is (attached / not attached / not available).

PART C: AMOUNT OF LEAVE NEEDED

Provide information concerning the amount of leave that will be needed. Several questions in this section seek a response as to the frequency or duration of the qualifying exigency leave needed. Be as specific as you can; terms such as “*unknown*” or “*indeterminate*” may not be sufficient to determine FMLA coverage.

- (7) List the approximate date exigency started or will start: _____ (*mm/dd/yyyy*)
- (8) Provide your best estimate of how long the exigency lasted or will last:
From _____ (*mm/dd/yyyy*) to _____ (*mm/dd/yyyy*)
- (9) Due to a qualifying exigency, I need to work a **reduced schedule**. Provide your **best estimate** of the reduced schedule you are able to work:
From _____ (*mm/dd/yyyy*) to _____ (*mm/dd/yyyy*)
I am able to work _____
(*e.g., 5 hours/day, up to 25 hours a week*)
- (10) Due to a qualifying exigency, I will need to be absent from work for a **continuous period of time**. Provide your **best estimate** of the beginning and ending dates for the period of absence:
From _____ (*mm/dd/yyyy*) to _____ (*mm/dd/yyyy*)

Employee Name: _____

(11) Due to a qualifying exigency, I will need to be absent from work on an **intermittent basis** (periodically).

Provide your **best estimate** of the frequency (how often) and duration (how long) of each appointment, meeting, or leave event, including any travel time.

Over the next 6 months, absences on an **intermittent basis** are estimated to occur: _____ times per
(day / week / month) and are likely to last approximately _____ (hours / days) per episode.

(12) My leave is due to a qualifying exigency that involves **Rest and Recuperation leave** (R & R) of the military member (leave for this reason is limited to 15 calendar days for each instance of R & R leave).

List the dates of the military member's R & R leave:

From _____ (mm/dd/yyyy) to _____ (mm/dd/yyyy)

PART D: THIRD PARTY INFORMATION

If applicable, please provide information below that may be used by your employer to verify meetings or appointments with a third party related to the qualifying exigency. Examples of meetings with third parties include: arranging for childcare or parental care, to attend non-medical counseling, to attend meetings with school, childcare or parental care providers, to make financial or legal arrangements, to act as the military member's representative before a federal, state, or local agency for purposes of obtaining, arranging or appealing military service benefits, or to attend any event sponsored by the military or military service organizations. This information may be used by your employer to verify that the information contained on this form is accurate.

Individual (e.g., name and title) or Entity / Organization: _____

Address: _____

Telephone: (____) _____ Fax: (____) _____ E-mail: _____

Describe purpose of meeting: _____

Employee
Signature _____ Date _____ (mm/dd/yyyy)

PAPERWORK REDUCTION ACT NOTICE AND PUBLIC BURDEN STATEMENT

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**DO NOT SEND THE COMPLETED FORM TO THE DEPARTMENT OF LABOR.
RETURN FORM TO THE EMPLOYER.**

**Certification for Serious Injury or Illness of a
Current Servicemember for Military Caregiver Leave
under the Family and Medical Leave Act**

**U.S. Department of Labor
Wage Hour Division**



**DO NOT SEND COMPLETED FORM TO THE DEPARTMENT OF LABOR.
RETURN TO THE PATIENT.**

OMB Control Number: 1235-0003
Expires: 6/30/2023

The Family and Medical Leave Act (FMLA) provides that eligible employees may take FMLA leave to care for a covered servicemember with a serious illness or injury. The FMLA allows an employer to require an employee seeking FMLA leave for this purpose to submit a medical certification. 29 U.S.C. §§ 2613, 2614(c)(3). The employer must give the employee **at least 15 calendar days** to provide the certification. If the employee fails to provide complete and sufficient certification, his or her FMLA leave request may be denied. 29 C.F.R. § 825.313. Information about the FMLA may be found [on the WHD website at www.dol.gov/agencies/whd/fmla](http://www.dol.gov/agencies/whd/fmla).

SECTION I - EMPLOYER

Either the employee or the employer may complete Section I. While use of this form is optional, it asks the health care provider for the information necessary for a complete and sufficient medical certification. **You may not ask the employee to provide more information than allowed under the FMLA regulations, 29 C.F.R. § 825.310. Recertifications are not allowed for FMLA leave to care for a covered servicemember. Where medical certification is requested by an employer, an employee may not be held liable for administrative delays in the issuance of military documents, despite the employee's diligent, good-faith efforts to obtain such documents.** An employer requiring an employee to submit a certification for leave to care for a covered servicemember **must** accept as sufficient certification invitational travel orders (ITOs) or invitational travel authorizations (ITAs) issued to any family member to join an injured or ill servicemember at the servicemember's bedside. An ITO or ITA is sufficient certification for the duration of time specified in the ITO or ITA.

Employers must generally maintain records and documents relating to medical information, medical certifications, recertifications, or medical histories of employees or employees' family members created for FMLA purposes as confidential medical records in separate files/records from the usual personnel files and in accordance with 29 C.F.R. § 1630.14(c)(1), if the Americans with Disabilities Act applies, and in accordance with 29 C.F.R. § 1635.9, if the Genetic Information Nondiscrimination Act applies.

- (1) Employee name: _____
First Middle Last
- (2) Employer name: _____ Date: _____ (mm/dd/yyyy)
(List date certification requested)
- (3) This certification must be returned by: _____ (mm/dd/yyyy)
(Must allow at least 15 calendar days from the date requested, unless it is not feasible despite the employee's diligent, good faith efforts.)

SECTION II - EMPLOYEE and/or CURRENT SERVICEMEMBER

Please complete all Parts of Section II before having the servicemember's health care provider complete Section III. The FMLA allows an employer to require that an employee submit a timely, complete, and sufficient certification to support a request for FMLA leave due to a serious injury or illness of a covered servicemember. If requested by your employer, your response is required to obtain or retain the benefit of FMLA-protected leave.

PART A: EMPLOYEE INFORMATION

- (1) Name of the current servicemember for whom employee is requesting leave: _____

Employee Name: _____

(2) Select your relationship to the current servicemember. You are the current servicemember's:

- Spouse Parent Child Next of Kin

Spouse means a husband or wife as defined or recognized in the state where the individual was married, including a common law marriage or same-sex marriage. The terms "child" and "parent" include *in loco parentis* relationships in which a person assumes the obligations of a parent to a child. An employee may take FMLA leave to care for a covered servicemember who assumed the obligations of a parent to the employee when the employee was a child. An employee may also take FMLA leave to care for a covered servicemember for whom the employee has assumed the obligations of a parent. No biological or legal relationship is necessary. "Next of kin" is the servicemember's nearest blood relative, other than the spouse, parent, son, or daughter, in the following order of priority: (1) a blood relative as designated in writing by the servicemember for purposes of FMLA leave, (2) blood relatives granted legal custody of the servicemember, (3) brothers and sisters, (4) grandparents, (5) aunts and uncles, and (6) first cousins.

PART B: SERVICEMEMBER INFORMATION AND CARE TO BE PROVIDED TO THE SERVICEMEMBER

(3) The servicemember (is / is not) a current member of the Regular Armed Forces, the National Guard or Reserves. If yes, provide the servicemember's military branch, rank and unit currently assigned to: _____

(4) The servicemember (is / is not) assigned to a military medical treatment facility as an outpatient or to a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients, such as a medical hold or warrior transition unit. If yes, provide the name of the medical treatment facility or unit: _____

(5) The servicemember (is / is not) on the Temporary Disability Retired List (TDRL).

(6) Briefly describe the care you will provide to the servicemember: *(Check all that apply)*

- Assistance with basic medical, hygienic, nutritional, or safety needs
 Psychological Comfort Physical Care
 Transportation Other: _____

(7) Give your **best estimate** of the amount of leave needed to provide the care described: _____

(8) If a reduced work schedule is necessary to provide the care described, give your **best estimate** of the reduced work schedule you are able to work. From _____ (mm/dd/yyyy) to _____ (mm/dd/yyyy), I am able to work: _____ (hours per day) _____ (days per week).

SECTION III - HEALTH CARE PROVIDER

Please provide your contact information, complete all Parts of this Section fully and completely, and sign the form below. The employee listed at Section I has requested leave under the FMLA to care for a family member who is a current member of the Regular Armed Forces, the National Guard, or the Reserves who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list for a serious injury or illness. Note: For purposes of FMLA leave, a serious injury or illness is one that was incurred in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces that may render the servicemember medically unfit to perform the duties of the servicemember's office, grade, rank, or rating. "Need for care" includes both physical and psychological care. It includes situations where, for example, due to his or her serious injury or illness, the servicemember is not able to care for his or her own basic medical, hygienic, or nutritional needs or safety, or needs transportation to the doctor. It also includes providing psychological comfort and reassurance which would be beneficial to the servicemember who is receiving inpatient or home

Employee Name: _____

care. A complete and sufficient certification to support a request for FMLA leave due to a current servicemember's serious injury or illness includes written documentation confirming that the servicemember's injury or illness was incurred in the line of duty on active duty or if not, that the current servicemember's injury or illness existed before the beginning of the servicemember's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces, and that the current servicemember is undergoing treatment for such injury or illness by a health care provider listed above.

PART A: HEALTH CARE PROVIDER INFORMATION

Health Care Provider's Name: *(Print)* _____

Health Care Provider's business address: _____

Type of practice/Medical specialty: _____

Telephone: (____) _____ Fax: (____) _____ E-mail: _____

Please select the type of FMLA health care provider you are:

- DOD health care provider
- VA health care provider
- DOD TRICARE network authorized private health care provider
- DOD non-network TRICARE authorized private health care provider
- Health care provider as defined in 29 C.F.R. § 825.125

PART B: MEDICAL INFORMATION

Please provide appropriate medical information of the patient as requested below. Limit your responses to the servicemember's condition for which the employee is seeking leave. If you are unable to make some of the military-related determinations contained below, you are permitted to rely upon determinations from an authorized DOD representative, such as a DOD recovery care coordinator. Do not provide information about genetic tests, as defined in 29 C.F.R. § 1635.3(f), or genetic services, as defined in 29 C.F.R. § 1635.3(e).

(1) Patient's Name: _____

(2) List the approximate date condition started or will start: _____ *(mm/dd/yyyy)*

(3) Provide your **best estimate** of how long the condition will last: _____

(4) The servicemember's injury or illness: *(Select as appropriate)*

- Was incurred in the line of duty on active duty.
- Existed before the beginning of the servicemember's active duty and was aggravated by service in the line of duty on active duty.
- None of the above.

(5) The servicemember (is / is not) undergoing medical treatment, recuperation, or therapy for this condition.

If yes, briefly describe the medical treatment, recuperation or therapy: _____

Employee Name: _____

- (6) The current servicemember's medical condition is classified as: *(Select as appropriate)*
- (VSI) Very Seriously Ill/Injured** Illness/Injury is of such a severity that life is imminently endangered. Family members are requested at bedside immediately. *Please note this is an internal DOD casualty assistance designation used by DOD healthcare providers.*
 - (SI) Seriously Ill/Injured** Illness/injury is of such severity that there is cause for immediate concern, but there is no imminent danger to life. Family members are requested at bedside. *Please note this is an internal DOD casualty assistance designation used by DOD healthcare providers.*
 - OTHER Ill/Injured** A serious injury or illness that may render the servicemember medically unfit to perform the duties of the member's office, grade, rank, or rating.
 - NONE OF THE ABOVE.** *Note to Employee: If this box is checked, you may still be eligible to take leave to care for a covered family member with a "serious health condition" under 29 C.F.R. § 825.113 of the FMLA. If such leave is requested, you may be required to complete DOL FORM WH-380-F or an employer-provided form seeking the same information.*

PART C: AMOUNT OF LEAVE NEEDED

For the medical condition checked in Part B, complete all that apply. Some questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be your **best estimate** based upon your medical knowledge, experience, and examination of the patient. Be as specific as you can; terms such as "lifetime," "unknown," or "indeterminate" may not be sufficient to determine FMLA coverage.

- (7) Due to the condition, the servicemember will need care for a **continuous period of time**, including any time for treatment and recovery. Provide your **best estimate** of the beginning date _____ (mm/dd/yyyy) and end date _____ (mm/dd/yyyy) for this period of time.
- (8) Due to the condition, it is medically necessary for the servicemember to attend **planned medical treatment** appointments (scheduled medical visits). Provide your **best estimate** of the duration of the treatment(s), including any period(s) of recovery _____ (e.g. 3 days/week)
- (9) Due to the condition, it is medically necessary for the servicemember to receive care on an **intermittent basis** (periodically), such as the care needed because of episodic flare-ups of the condition or assisting with the servicemember's recovery. Provide your **best estimate** of how often (frequency) and how long (the duration) the intermittent episodes will likely last.

Over the next 6 months, intermittent care is estimated to occur _____ times per (day / week / month) and are likely to last approximately _____ (hours / days) per episode.

Signature of Health Care Provider _____ Date _____ (mm/dd/yyyy)

PAPERWORK REDUCTION ACT NOTICE AND PUBLIC BURDEN STATEMENT

If submitted, it is mandatory for employers to retain a copy of this disclosure in their records for three years, in accordance with 29 U.S.C. § 2616; 29 C.F.R. § 825.500. Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. The Department of Labor estimates that it will take an average of 15 minutes for respondents to complete this collection of information, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments regarding this burden estimate or any other aspect of this collection information, including suggestions for reducing this burden, send them to the Administrator, Wage and Hour Division, U.S. Department of Labor, Room S-3502, 200 Constitution Avenue, N.W., Washington, D.C. 20210.

DO NOT SEND THE COMPLETED FORM TO THE DEPARTMENT OF LABOR. RETURN IT TO THE PATIENT.

Personnel - All EmployeesProfessional Boundaries Between Employees and Students**Definitions:**

Grooming means building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place;

Personal communication system means a device or software that provides for communication between two or more parties and is capable of receiving, displaying, or transmitting communication. Personal communication system includes, but is not limited to, a mobile or cellular telephone, an email service, or a social media platform;

School employee means a person nineteen years of age or older who is employed by a public, private, denominations, or parochial school approved or accredited by the State Department of Education. Neb. Rev. Stat. § 28-720. School employee also includes any person who is contracted with, or otherwise paid by the district and who has access to or interaction with students including all student teachers or interns.

Sexual contact has the same meaning as in section 28-318;

Sexual penetration has the same meaning as in section 28-318; and

Student teacher or intern has the same meaning as in section 79-875.

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of this policy or any violation of professional boundaries is misconduct and will likely result in disciplinary action.

In addition, a violation of employee and student boundaries is also a violation of standards of professional conduct which could result in the revocation of a certificated educator's certificate or permit. 92 Nebraska Administrative Code Chapter 27.

Such violations could also result in a referral to the Nebraska Department of Health and Human Services and law enforcement.

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

Prohibited Activity:

Engaging in any relationship that involves sexual contact or sexual penetration with a student while the student attends the school where the employee works and for one year after the student graduates or otherwise ceases enrollment.

The following is a non-exclusive list of actions that will be regarded as a violation of the professional boundaries that all employees are expected to maintain with all students. In addition, repeatedly engaging in any of these activities or a combination of these activities are examples of grooming as defined in this policy.

1. Communication with students through any method not approved or not designated by the school district including social networking apps or websites and texting, or other instant messaging, one-on-one with any students.
2. Communication with students on any matters or subjects that do not pertain to school or school-related activities. School or school related activities include student homework, in class activities, school sponsored sports or clubs or any other school-sponsored activity.
3. Engaging in any kind of behavior or communication that could be reasonably construed as a sexual advance or respond in any positive manner to a student's sexual advance.
4. Being alone with a student anywhere where all doors to such room are closed.
5. Showing a student any inappropriate or sexually suggestive material that is not part of classroom lesson or curriculum known to appropriate school authorities.
6. Telling jokes with sexual themes or subject matter.
7. Invading a student's physical privacy. One example would be walking in on a student changing in a locker room or bathroom when the employee has no duty to be there.
8. Intruding on a student's personal physical space in any manner that makes a student uncomfortable.
9. Initiating unwanted physical contact.
10. Treating one student differently from other students either by providing privileges or failing to enforce school policy or other disciplinary action.
11. Discussing an educator's private personal matters with a student and inquiring about a student's private personal matters when no basis for concern about the student's health or safety.
12. Providing rides to a student in an employee's personal vehicle without the express written permission of a student's parent or guardian and permission from an administrator unless another school employee is in the vehicle.
13. Meeting with a student outside of school for any reason other than a school sponsored activity or event.
14. Having a student in an employee's home without a student's parent or appropriate chaperone.
15. Giving or receiving gifts to or from one student. A gift to a class or the same gift to a group of students is not prohibited.
16. Consuming alcohol in the presence of any student when the student's parent or

- guardian is not present or consuming illegal drugs in the presence of students at any time.
17. Providing alcohol or illegal or unauthorized drugs or medications to a student under any circumstances.
 18. Any other behavior with could exploit the unique position of trust and authority between a student and employee.

Exceptions to these prohibitions may include:

1. Communicating with your own child or another student with whom there is personal relationship that exists independent of that child being a student at the same school where the employee works such as when the student is a relative, neighbor or fellow member of a group or organization outside of the school or school sponsored setting when such communications pertain to such a group or organization.
2. An emergency or concern for that student's immediate health or safety.
3. A singular chance encounter at a public place provided the encounter provided there is no additional violation of this policy

Except in the case of a true emergency, or an unplanned chance encounter, employees must obtain permission in writing from his or her administrator prior to engaging in such communication.

Permissible methods to communicate with students outside of school:

The Superintendent or Superintendent's designee will circulate to staff the District-approved apps or social media sites that employees may use to communicate with student regarding educationally related topics.

In addition, employees may utilize:

1. Text messages that include at least one other adult and a student. The adult may either be the student's parent or guardian or another school employee.
2. Use of social media through a district approved social media account as a coach or supervisor of a school sponsored club or activity. However, even approved social media communication must abide by the standards of professional conduct and must be professional in nature and in the best interest of the school district.
3. Use of the school district email system.

Allowing students to view an educator's social media postings is not a preferred method of communication. Educators are responsible for any social media postings that is viewed by students when such posting violates the standards of professional conduct.

Permissible ways to engage with students when the employee has concerns about the student's well-being:

1. Contact the guidance counselor and ensure the student's parent or guardian is aware of your concerns.
2. Contact the student's parents or guardian if the concern is not with the parent or guardian.
3. If you believe the student is in immediate danger, contact the Nebraska Department of Health and Human Services child abuse hotline or contact law enforcement.

Reporting Violations:

If any school employee violates this policy or has reason to believe another employee has violated this policy, the employee is required to make a report to the superintendent within 24 hours. The school employee also has an obligation to report to the Nebraska Health and Human Services and the Nebraska Department of Education.

The most serious violations shall be reported immediately. The Superintendent shall also ensure a report is made to the Nebraska Department of Education, the Nebraska child abuse and neglect hotline and law enforcement authorities as required by law and notify the school Board President. If the superintendent is the alleged violator or fails to take appropriate steps, the School Board President shall be notified by the school employee.

Students who feel his or her boundaries have been violated or know of another student whose boundaries have been violated may report to any school employee he or she is comfortable to confide in. That school employee will then have an obligation to report as identified above.

Reprisal or retaliation for good faith reports made by students or school employees is itself a violation and is prohibited.

Records retention:

School employees are required to maintain copies of any communication exchanged with students via a personal communications system. Such copies must be maintained pursuant to district records retention policies and schedules. The records may be kept electronically or in hard copy or any format easily retrievable by the employee upon request. Any employee who is unable to produce copies of such communications for any reason will be in violation of this policy.

FERPA and Confidentiality:

School employees are encouraged to consult their school's policy on confidentiality of personally identifiable student information before posting any information regarding student or student activities online.

Legal Reference: Neb. Rev. Stat. Sec. 79-879

Date of Adoption: [Insert Date]

AFFIDAVIT RELEASE FORM
(For Child Age 6 to Not Attend School)

The undersigned, being first duly sworn, states upon oath as follows:

I am the parent or guardian of _____ (Child's name). The Child's date of birth is _____. The Child has or will reach the age of six prior to January 1 of the current school year, but will not reach age seven prior to January 1 of the current school year.

I elect to not enroll the Child in an accredited school this school year and hereby affirm (check or initial appropriate exception for attendance):

_____ 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

_____ 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.

~~IN WITNESS WHEREOF, this affidavit is signed and acknowledged~~ **Dated** this ____ day of _____, 20__.

Parent or Guardian

~~STATE OF NEBRASKA~~ _____)
_____) ~~ss.~~
~~COUNTY OF~~ _____)

~~The foregoing instrument was acknowledged before me this ____ day of _____, 20__ by _____.~~

Notary Public

Disenroll to Attend Homeschool

I am the parent or guardian of _____ (Child's name).

I elect to disenroll the Child from an accredited school this school year and hereby affirm _that I intend for the Child to participate in a school which has elected or will elect pursuant to law not to meet accreditation or approval requirements (a homeschool) and will provide the Commissioner of Education with a statement confirming such homeschool status.

Parent or Guardian

Date



NEBRASKA WITHDRAWAL FROM MANDATORY ATTENDANCE FORM

_____, _____, _____ submitted a written request to
 Requester's Name Address City
 _____, _____, alleging that he/she was a
 District Name District Code
 person with legal or actual charge or control of _____, with the child's
 Child's First Name Child's Middle Name Child's Last Name
 date of birth being ____/____/____, and having a NDE Student ID _____, and that said child be withdrawn
 Month/Day/Year ID #
 from school under the provisions of section 79-202 of the Nebraska Reissue Revised Statutes. Said child currently
 attends _____.
 School of Attendance Name School of Attendance Code

An exit interview was conducted on ____ day of _____, 20____, with the following being present:
 Day Month Year

 First and Last Name of Person Making Written Request with Legal or Actual Control of Child

 First and Last Name of Child (May be Left Blank if Reason is Illness)

 First and Last Name of Principal or Designee if Child is Currently Enrolled in District

_____, _____,
 First and Last Name(s) of Other Persons Present and their Relationship to the Child

 First and Last Name of Superintendent or Designee

_____ presented evidence that (a) the person has legal or actual charge or control of the
 Name of Person Making Request
 child and (b) the child would be withdrawing due to:

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

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 were presented and discussed.

I, being the person making the written request to withdraw the child, hereby affixes my signature representing that I attended said exit interview, all of the requirements having been presented and discussed, and I agree to the withdrawal of the child.

 Signature of Requester

 Signature of Child (May be left blank if Reason is Illness)

My signature below acknowledges that the exit interview was held, the required information was provided and discussed at the interview, and, that in my opinion, based upon the evidence presented at the exit interview, the person making the written request does in fact have legal or actual charge or control of the child, and the child is experiencing:

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

 Superintendent's or Designee's Signature

 Date of Signature

79-202. (1) A person who has legal or actual charge or control of a child who is at least sixteen years of age but less than eighteen years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements of section 79-201 if an exit interview is conducted and the withdrawal form is signed as required by subsections (2) through (5) of this section for a child enrolled in a public, private, denominational, or parochial school or if a signed notarized release form is filed with the Commissioner of Education as required by subsection (6) of this section for a child enrolled in a school that elects pursuant to section 79-1601 not to meet accreditation or approval requirements.

(2) Upon the written request of any person who has legal or actual charge or control of a child who is at least sixteen years of age but less than eighteen years of age, the superintendent of a school district or the superintendent's designee shall conduct an exit interview if the child (a) is enrolled in a school operated by the school district or (b) resides in the school district and is enrolled in a private, denominational, or parochial school.

(3) The superintendent or the superintendent's designee shall set the time and place for the exit interview which shall be personally attended by: (a) The child, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable; (b) the person who has legal or actual charge or control of the child who requested the exit interview; (c) the superintendent or the superintendent's designee; (d) 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 (e) 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, but need not be limited to, other school district personnel or the child's principal or such principal's designee if the child is enrolled in a private, denominational, or parochial school.

(4) At the exit interview, the person making the written request pursuant to subsection (2) of this section shall 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 (i) financial hardships requiring the child to be employed to support the child's family or one or more dependents of the child or (ii) 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.

(5)(a) At the conclusion of the exit interview, the person making the written request pursuant to subsection (2) of this section may sign the withdrawal form provided by the school district agreeing to the withdrawal of the child or may rescind the written request for the withdrawal. (b) Any withdrawal form signed by the person making the written request pursuant to subsection (2) of this section shall be valid only if (i) the child 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 (ii) 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 the superintendent's designee, the person making the written request pursuant to subsection (2) of this section does in fact have legal or actual charge or control of the child and the child is experiencing either (A) financial hardships requiring the child to be employed to support the child's family or one or more dependents of the child or (B) an illness making attendance impossible or impracticable.

(6) A person who has legal or actual charge or control of the child who is at least sixteen years of age but less than eighteen years of age may withdraw such a child before graduation and be exempt from the mandatory attendance requirements of section 79-201 if such child has been enrolled in a school that elects pursuant to section 79-1601 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.

(7) A child who has been withdrawn from school pursuant to this section may enroll in a school district at a later date as provided in section 79-215 or may enroll in a private, denominational, or parochial school or a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements. Any such enrollment shall void the withdrawal form previously entered, and the provisions of sections 79-201 to 79-210 shall apply to the child.

(8) The Commissioner of Education shall prescribe the required form for withdrawals pursuant to this section and determine and direct either that (a) withdrawal forms of school districts for any child who is withdrawn from school pursuant to this section and subdivision (3)(c) of section 79-201 shall be provided annually to the State Department of Education or (b) data regarding such students shall be collected under subsection (2) of section 79-528.

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

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

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

Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] (____) ____ - ____ ([Email Address]).

Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] (____) ____ - ____ ([Email Address]).

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

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

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

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

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

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

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

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

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

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

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

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

2. Anti-retaliation:

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

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

3. Grievance (or Complaint) Procedures:

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

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

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

i. Level 1 (Investigation and Findings):

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

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

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

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

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals

involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.

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

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

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

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

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

ii. Level 2 (Appeal to the Superintendent):

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

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent’s determination, he or she may file an appeal in writing with the Board of Education **within five (5) working days** after receiving the Superintendent’s determination. The Board of Education will review the appeal, the Superintendent’s determination, the investigative documentation and decision,

and allow the party to address the Board at a Board meeting to present his or her appeal. The party will be allowed to address the Board at the Board's next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next regularly scheduled Board meeting) or at a time and date agreed to by the Board, designated compliance officer and the party. The Board will issue a written determination about the appeal **within thirty (30) days** after the party addresses the Board. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Confidentiality:

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

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

5. Training:

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

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.

- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

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

7. Preventive Measures:

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

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

Date of Adoption: [Insert Date]

**Complaint Form
Discrimination, Harassment or Retaliation**

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

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

The applicable coordinator may be contacted if you have questions about filling out this complaint form:
Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] (____) ____ - ____ ([Email Address]).
Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] (____) ____ - ____ ([Email Address]).

Name: _____ Date: _____

(1) Description of the complaint: _____

_____.

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

_____.

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

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

_____.

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

_____.

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

Signature: _____

Received by: _____ Date: _____

InstructionClassroom Environment

At all times, teachers are expected to organize, maintain and ensure that their classroom is in a safe, orderly and clean condition for student learning. Classrooms should be free from distractions (such as inappropriate or unprofessional posters or other displays) and other apparatus that may cause student health problems (such as essential oils and/or essential oil diffusers). Teachers who are uncertain as to whether their classroom meets this requirement are encouraged to consult with their building principal in a proactive manner.

Staff members may not hang posters, flags, banners or other displays in the classroom that are (1) unrelated to the curriculum and (2) may otherwise result in a disruption to the learning environment. Any staff member who is uncertain as to whether a particular display is permitted in the classroom should consult with their building principal in a proactive manner.

Date of Adoption: [Insert Date]

InstructionAssessments—Academic Content Standards

The Board of Education ~~may vote to~~ adopts the academic content standards recommended by of the State Board of Education (“State Board”). ~~The adoption of the academic content standards includes the:~~

~~Language Arts standards that were adopted by the State Board in September, 2014;
Mathematics standards that were approved by the State Board in September, 2015;
Science standards that were adopted by the State Board in September, 2017; and
Social Studies standards that were adopted by the State Board in November, 2019.~~

~~If Unless other action is taken,~~ the Board of Education ~~adopts~~ does not affirmatively vote to adopt an academic content standard recommended by the State Board, then the Board of Education will adopt a standard equal to or excess in rigor of the standard recommended by the State Board.

~~the standards of the State Board as such standards are subsequently adopted or amended by the State Board.~~

The administration shall be responsible for implementing assessments on the state standards in accordance with the procedures established by the State Board and the Department of Education, including conducting assessments in the same subject areas and the same grade levels as established in the state standards, and the reporting of scores and sub-scores.

This policy does not supersede the existing standards adopted by the Board of Education except as set forth herein.

Legal Reference: Neb. Rev. Stat. Sections 79-760 to 79-760.05

Date of Adoption: [Insert Date]

InstructionSpecial Education

[Name] Public Schools adopts this special education policy with the intent that the policy maintains the District's compliance with all applicable laws affecting special education services and programs. The Superintendent or designees shall develop regulations or procedures to implement these policies. Employees and contractors of the District are expected to comply with these policies and all regulations, guidelines and procedures related to this policy in all respects.

The District will abide by all state and federal laws relating to special education. The District's special education policy and regulations, guidelines and procedures related to this policy are to be interpreted so as to be in compliance with such laws. In the event of changes in law, the school administration shall be authorized to implement modifications of practice to comply with such changes (whether the changes impose more or less stringent procedural or substantive requirements) until such time as amended policies are adopted by the Board of Education. References herein to 92 NAC 51 citations are made to Rule 51 as in effect on the date of the adoption of these policies. In the event of renumbering or other revisions to Rule 51, the policy shall be interpreted and implemented consistent with such renumbering or revisions.

1. Free Appropriate Public Education

A free appropriate public education shall be made available to all children with disabilities residing in the District from date of diagnosis through the school year in which the student reaches 21 years of age, including children with disabilities who have been suspended or expelled.

Legal Reference: 92 NAC 51-004.01 through 004.03A and 007.07C2 through 007.07C6

2. Full Educational Opportunity Goal

The District shall take steps to ensure that its children with verified disabilities have available to them the variety of educational programs and services available to children without disabilities in the areas served by the District, including art, music, industrial arts, family consumer science education, and vocational education.

Legal Reference: 92 NAC 51-004.11A

3. Child Find

All children from birth to age twenty-one (21) with disabilities residing in the District, including children with disabilities who are homeless or are wards of the state or attending nonpublic schools, regardless of the severity of their disabilities, who are in need of special education and related services, will be identified, located and evaluated and a practical method shall be developed and implemented by the administration to determine which children with disabilities are currently receiving needed special education and related services. The District will publish annual notice of any significant activity that is designed to identify, locate, or evaluate children to publicly notify parents. The District will screen and evaluate all children with suspected disabilities birth through age 21, and will implement practical methods to track which children are currently receiving special education and related services. The District will provide student referrals that are accompanied by documentation of scientific, research, or evidence-based academic and/or behavioral interventions that have been implemented as designed for the appropriate period of time

to show effect or lack of effect that demonstrates the child is not making a sufficient rate of progress to meet age or state-approved, grade-level standards within a reasonable time frame. The District will provide sustained supervision to monitor the implementation of compliant practices for the Child Find Rule. The District will use supervision and monitoring data to identify schools and/or personnel that require technical assistance to support compliant practices in the area of Child Find, paying particular attention to the communities experiencing disproportionality in the schools. All District Child Find activities will be equitably available to all children regardless of race, ethnicity, language, location, transience, income level, and access to medical care.

Legal Reference: 92 NAC 51-006.01 through 006.01A2

4. Pre-Referral Interventions

For a school age student, a general education student assistance team (SAT) or a comparable problem solving team shall be used prior to referral for multidisciplinary team evaluation. The SAT or comparable problem solving team shall utilize and document problem solving and intervention strategies to assist the teacher in the provision of general education. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation shall be completed. A referral shall include information from the SAT or comparable problem solving team, meeting the requirements of 92 NAC 51-006.01B and a listing of the members of the SAT or comparable problem solving team.

Legal Reference: 92 NAC 51-006.01B

4.5. Individualized Education Program (IEP)

An individualized education program, or an individualized family service plan, is to be developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007.

Legal Reference: 92 NAC 51-007

5.6. Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are to be educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The District will: (1) develop and implement written procedures for implementation of the Least Restrictive Environment (LRE) Rule; (2) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the LRE Rule; (3) provide sustained supervision to monitor the implementation of compliant practices for the LRE Rule; (4) use the supervision and monitoring data to identify schools and/or personnel that require technical assistance to support compliant practices in the area of least restrictive environment, paying particular attention to the disproportionate group; (5) ensure that every Individualized Education Programs (IEP) team meaningfully considers various support systems and activities that could be used to assist students with disabilities (SWD) to be educated successfully in general education classes prior to the consideration of pullout special education services; (6) ensure that special education teachers provide support to general education teachers in a variety of ways including, but not limited to, consultation, implementation of

accommodations or modifications, and co-teaching; (7) ensure that a continuum of alternative placements is available to meet the needs of children with disabilities, particularly those in the disproportionate group, for special education and related services; (8) ensure that, in determining the educational placement of a child with a disability, including a preschool child with a disability, each district ensures that the placement decision is made by a group of persons including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. Particular attention is paid to the disproportionate group; (9) ensure that placement discussions are based upon a completed IEP developed by the IEP team, focused on individualized student needs; and (10) ensure that the IEP teams review the students' progress at least annually to determine appropriate placement and progress towards annual goals.

Legal Reference: 92 NAC 51-008.01 ~~through 008.011~~

6.7. Procedural Safeguards

Children with disabilities and their parents shall be afforded the required procedural safeguards.

Legal Reference: 92 NAC 51-009.01 through 009.07; 009.10 through 009.12; 009.14, 006.07 ~~and 016.01 through 016.07C~~

8. Disciplinary Removal of Children with Disabilities

The District will (1) develop and implement written procedures for disciplining students with disabilities (the "Discipline Rules"); (2) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the Discipline Rules; (3) provide sustained supervision to monitor the implementation of compliant practices for the Discipline Rules; (4) use supervision and monitoring data, disaggregated by race/ethnicity, to identify schools and/or personnel that require technical assistance to support compliant practices in the area of discipline (including but not limited to: de-escalation techniques, functional behavior assessment, behavior intervention planning, and manifestation determination procedures); (5) ensure that school personnel appropriately consider unique circumstances on a case-by-case basis when determining suspension of a child with a disability, and ensure that data shows that these considerations are equitably made by race/ethnicity; (6) notify parents on the day that the decision is made to make a removal that constitutes a change in placement of a child with a disability because of violation of a code of child conduct, and send parents copies of the procedural safeguards; (7) provide educational services for students removed fewer than 10 days to enable the student to continue to participate in the general educational curriculum, although in another setting, and to progress toward meeting the goals set out in the Individualized Education Programs, with data showing that these services are equitably provided by race/ethnicity; (8) ensure that within 10 school days of any decision to change placement of a child with a disability because of a violation of a code of student conduct, the IEP Team will review all relevant information in the file to determine whether the conduct in question was caused by or had a direct and substantial relationship to the child's disability or the conduct was the direct result of the district's failure to implement the IEP, and that such determinations are made equitable by race/ethnicity; and (9) ensure that, if the IEP Team makes a determination that the conduct was a manifestation of the child's disability, then the IEP Team conducts a functional behavioral assessment, unless the District conducted a FBA before the behavior that resulted in the change of placement occurred, and implements a behavioral intervention plan.

Legal Reference: 92 NAC 51-016

7.9. Evaluation, and Identification, and Reevaluation Procedures

Children with disabilities shall be evaluated, ~~and identified, and reevaluated~~ in accordance with 92 NAC 51-006. The District will: (1) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the Evaluation and Reevaluation Rule; (2) provide sustained supervision to monitor the implementation of compliant practices for the Evaluation and Reevaluation Rule; (3) use the supervision and monitoring data, disaggregated by race and ethnicity, to identify schools and/or personnel that require technical assistance to support compliant practices in the area of evaluation and reevaluation, as well as the appropriate technical assistance/professional development to any schools and/or personnel identified in such data; (4) conduct a reevaluation of each child with a disability at least once every 3 years, unless the parent and the District agree that a reevaluation is unnecessary; (5) use a variety of assessment tools and strategies to gather relevant academic, functional, and developmental information about the child, including information provided by the parents, and information related to enabling the child to be involved in and progress in the general education curriculum that may assist in determining: (i) Whether the child is a child with a disability, and (ii) The content of the child's individualized education program; (6) use more than one procedure to determine whether a child has a disability and the appropriate educational program for the child; (7) use technically sound instruments to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; (8) select assessments and other evaluation materials in a manner that (i) does not discriminate on a racial or cultural basis, (ii) is provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer, (iii) has been validated for the specific purpose for which they are used, and (iv) are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments; and (9) provide high quality, sustained professional learning activities on the written procedures for appropriate District and school personnel to assist with the implementation of the Evaluation and Reevaluation Rule.

The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. Locations of any evaluator shall be within a reasonable distance of the District. A reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent from obtaining an Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent(s) with a list of qualified agencies/evaluators within the geographic area. The evaluators are to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation.

Legal Reference: 92 NAC 51-006

8.10. Confidentiality of Personally Identifiable Information

The confidentiality of student records and information shall be maintained in accordance with law.

Legal Reference: 92 NAC 51-003.16, 003.20, 009.03 through 009.03M3

9.11. Transition of Children from Part C to Preschool Programs

Children participating in early intervention programs under Part C of the IDEA (early intervention services) and who will participate in preschool programs assisted under Part B of the IDEA (services for school-aged children) shall experience a smooth and effective transition to those

preschool programs in a manner consistent with 92 NAC 52-008. The District will participate in transition planning conferences arranged by the designated lead agency.

Legal Reference: 92 NAC 52-008

10.12. Children in Nonpublic Schools

To the extent consistent with the number and location of children with disabilities in the District who are enrolled by their parents in nonpublic elementary and secondary schools in the District, provision will be made for the participation of those children in the programs assisted or carried out under Part B of the IDEA (services for school-aged children) by providing them with special education and related services.

Legal Reference: 92 NAC 51-012.08 and 015

11.13. Personnel Standards and Personnel Development

Personnel providing special education or related services to children with disabilities shall be appropriately and adequately prepared and trained in accordance with IDEA requirements and the District will take measurable steps to recruit, hire, train and retain personnel meeting the requirements of IDEA to provide such services.

Legal Reference: 92 NAC 51-010

12.14. Participation in and Reporting of State and District Wide Assessments

All children with disabilities shall be included in all general state and district wide assessment programs, including assessments described under section 612(a)(16)(A) of the IDEA with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. The District will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

Legal Reference: 92 NAC 51-004.05

13.15. Suspension and Expulsion Rates

The District will examine data, including data disaggregated by race/~~and~~ ethnicity, gender, LEP status, and disability category, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.

Legal Reference: 92 NAC 51-004.06E

14.16. Access to Instructional Materials

As part of any printed instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, the District will enter into a written contract with the publisher of the printed instructional materials to:

- A. Require the publisher to prepare and, on or before delivery of the printed instructional materials, provide to the National Instructional Material Access Center, electronic files containing the contents of the printed instructional materials using the National Instructional Materials Accessibility Standard, or
- B. Purchase instructional materials from the publisher that are produced in, or may be rendered in specialized formats.

Legal Reference: 92 NAC 51-004.15

15.17. Over-Identification and Disproportionality

Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child. All District special education provisions will be equitably available to all children regardless of race, ethnicity, language, location, transience, income level, and access to medical care.

Legal Reference: 92 NAC 51-~~003.10~~;006.02C

16.18. Prohibition on Mandatory Medication

Children shall not be required to obtain a prescription for a controlled substance as a condition of attending school, receiving an evaluation to determine whether a child has a disability or the nature and extent of special education and related services the child needs, or receiving special education services.

Legal Reference: 92 NAC 51-004.11D; 21 U.S.C. §812(c)

17.19. Transportation

Transportation will be provided for children with disabilities who are eligible for transportation and residents of the school district as required by law.

Legal Reference: 92 NAC 51-014.01 through 014.02

18.20. Surrogates

A surrogate will be appointed and other action taken to ensure the rights of children with a disability as required by law.

Legal Reference: 92 NAC 51-009.10

19.21. Early Intervention Services – Consent

When a parent refuses to provide consent under 92 NAC 52, a meeting will be held or offered to explain to the parents how their failure to consent affects the ability of their child to receive services under 92 NAC 52.

Legal Reference: 92 NAC 52

22. Eligibility Determinations

The District will (1) develop written procedures for implementation of the Eligibility Determination Rule; (2) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the Eligibility Determination Rule; (3) provide sustained supervision to monitor the implementation of compliant practices for the Eligibility Determination Rule; (4) use the supervision and monitoring data, disaggregated by race and ethnicity, to identify schools and/or personnel that require technical assistance to support compliant practices in the area of eligibility; (5) ensure Individualized Education Programs (IEPs) are developed for children with a determination made of having a disability that has: (a) an adverse effect on educational performance (academic, functional, and/or developmental) and (b) requires special education and related services; (6) ensure that an eligibility report, which documents the area of disability, is completed and placed in each child's special education folder, with the eligibility report providing

statements for each component of the eligibility and be comprehensive enough to serve as the evaluation report when necessary; (7) ensure the completion of the administration of assessments and other measures that the Multidisciplinary Evaluation Team (a group of qualified professionals and the parents of the child) determine whether the child is a child with a disability and the educational needs of the child; (8) ensure appropriate consideration of the exclusionary factor for reading (a child is not to be determined to be a child with a disability if the primary factor for that determination is a lack of appropriate instruction in reading, including the essential components of reading instruction as defined in section 1208(3) of ESEA); (9) ensure appropriate consideration of the exclusionary factor for math (a child must not be determined to be a child with a disability if the primary factor for that determination is a lack of appropriate instruction in math); (10) ensure appropriate consideration of the exclusionary factor for Limited English Proficiency (LEP) (a child will not be determined to be a child with a disability if the primary factor for that determination is limited English proficiency); and (11) ensure (1) evaluation data draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations as well as the information about the child's physical condition, social or cultural background, and adaptive behavior and (2) that information obtained from all these sources is documented and carefully considered.

Legal Reference: 92 NAC [51-006.04](#).

Legal Reference: 34 CFR Parts 300, 303 and 304
Neb. Rev. Stat. Sec. 79-1110 to 79-1167
92 NAC 51, [52 and 55](#)

Date of Adoption: [Insert Date]

Internal Board Policies - OrganizationAnnual Organizational Meeting

- A. An organizational meeting of the [Name] School District Board of Education shall be held on or before the third Monday of January of each year for the purposes of seating any new members and electing officers.

The following are procedures for election of officers and other business to take place at the annual organizational meeting of the Board:

1. After new Board members are sworn in, the Board will elect from its members a President, Vice President, Secretary and Treasurer, and if it is determined by the Board of Education to be needed an ex officio secretary and treasurer and those elected will assume office at the organizational meeting.

Upon call for nominations for each office by the Chair, nominations shall be made by written or oral ballot. Voting will be by oral or written ballot on all members nominated and repeated until a majority is achieved for a nominee. If no member receives a majority of votes after _____ ballots or _____ hours, the Board member who was the President of the Board during the immediately preceding term shall continue as President. In the event that the previous Board President is no longer a Board member, then the Vice President from the immediately preceding term shall become the President. In the event that both the prior President and Vice President are no longer members of the Board, then the longest tenured Board member shall serve as President. The vote may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes of the meeting.

2. The President shall assume the chair immediately upon the President's election.
3. The motions for the officer elections should read: Move that _____ be elected as _____ (name of office) to serve a term of one year, or until the person's successor is elected and qualified.

- B. The order of business for meeting should be as follows:

1. Call to Order and Roll Call
2. Oath of office for most recently elected
3. Elections
 - a. President

- b. Vice President
 - c. Treasurer
 - d. Secretary
4. Approval of committees, positions, and designations
 - a. Consider, discuss and take action to elect Secretary to the BOE
 - b. Consider, discuss and take action to select Legal counsel
 - c. Consider, discuss and take action to elect Committees as determined by the BOE
 - d. Consider, discuss and take action to select Depository bank(s)
 - e. Consider, discuss and take action to select District newspaper(s) of record
 5. Approval of current Board policies and regulations
 6. Designate date for the annual review of BOE policies
 7. Dissemination to each Board member of conflict of interest statutes
 8. Adjournment

Date of Adoption: [Insert Date]

RESOLUTION

RESOLVED, that the official depository of school funds for this School District is hereby designated to be _____, and that the designation of any other institution as the depository of school funds is hereby withdrawn.

The above Resolution, having been read in its entirety, member _____ moved for its passage and adoption, and member _____ seconded the same. After discussion and roll call vote, the following members voted in favor of passage and adoption of the above Resolution: _____

_____.
The following members voted against the same: _____

_____.
The following members were absent or not voting: _____

_____.
The above Resolution, having been consented to and approved by ~~more than~~ a majority of the members of the School Board of this School District, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

DATED this ____ day of _____, 20__.

[Name] Public Schools

BY: _____
President

Attest:

Secretary

Legal Reference: Neb. Rev. Stat. §§Sections 77-2350 and 77-2350.01

Date of Adoption: [Insert Date]

Internal Board Policies - OrganizationAnnual Organizational Meeting

- A. An organizational meeting of the [Name] School District Board of Education shall be held on or before the third Monday of January of each year for the purposes of seating any new members and electing officers.

The following are procedures for election of officers and other business to take place at the annual organizational meeting of the Board:

1. 1. After new Board members are sworn in, the Board will elect from its members a President, Vice President, Secretary and Treasurer, and if it is determined by the Board of Education to be needed an ex officio secretary and treasurer and those elected will assume office at the organizational meeting.
2. 2. Upon call for nominations for each office by the Chair, nominations shall be made by written or oral ballot. Voting will be by oral or written ballot on all members nominated and repeated until a majority is achieved for a nominee. ~~If no member receives a majority of votes after _____ ballots or _____ hours, the Board member who was the President of the Board during the immediately preceding term shall continue as President. In the event that the previous Board President is no longer a Board member, then the Vice President from the immediately preceding term shall become the President. In the event that both the prior President and Vice President are no longer members of the Board, then the longest tenured Board member shall serve as President.~~ If a tie is not broken after five ballots, the Chair will determine the winner by the flip of a coin, followed by a vote ratifying such selection. The vote may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes of the meeting.
2. 3. The President shall assume the chair immediately upon the President's election.
3. 4. The motions for the officer elections should read: Move that _____ be elected as _____ (name of office) to serve a term of one year, or until the person's successor is elected and qualified.

- B. The order of business for meeting ~~should~~shall be as follows:

1. Call to Order and Roll Call
2. Oath of office for most recently elected
3. Elections

- a. President
 - b. Vice President
 - c. Treasurer
 - d. Secretary
4. Approval of committees, positions, and designations
 - a. Consider, discuss and take action to elect Secretary to the BOE
 - b. Consider, discuss and take action to select ~~Legal~~legal counsel
 - c. Consider, discuss and take action to elect Committees as determined by the BOE
 - d. Consider, discuss and take action to select Depository bank(s)
 - e. Consider, discuss and take action to select District newspaper(s) of record
 5. Approval of current Board policies and regulations
 6. Designate date for the annual review of BOE policies
 7. Dissemination to each Board member of conflict of interest statutes
 8. Adjournment

Date of Adoption: [~~Insert~~ Date of Adoption]

RESOLUTION

RESOLVED, that the official depository of school funds for this School District is hereby designated to be _____, and that the designation of any other institution as the depository of school funds is hereby withdrawn.

The above Resolution, having been read in its entirety, member _____ moved for its passage and adoption, and member _____ seconded the same. After discussion and roll call vote, the following members voted in favor of passage and adoption of the above Resolution: _____

_____.
The following members voted against the same: _____

_____.
The following members were absent or not voting: _____

_____.
The above Resolution, having been consented to and approved by ~~more than~~ a majority of the members of the School Board of this School District, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

DATED this ____ day of _____, 20__.

[Name] Public Schools

BY: _____
President

Attest:

Secretary

Legal Reference: Neb. Rev. Stat. §§Sections 77-2350 and 77-2350.01

Date of Adoption: [Insert Date]

Internal Board Policies - Organization

Standing Committees

It shall be the policy of [Name] Public Schools that the following will be the standing committees of the Board of Education:

1. Negotiations Committee
2. Committee on American Civics
3. Transportation/Facilities
4. Budget Committee
5. Policy Committee

~~6. Administration Review Committee~~

It shall further be the policy of [Name] Public Schools that the ~~Superintendent~~Board President shall appoint the members of the above committees.

Legal Reference: Neb. Rev. Stat. Sec. 79-724
 Neb. Rev. Stat. Sec. 79-520

Date of Adoption: [Insert Date]

Internal Board PoliciesStanding Committee on Negotiations

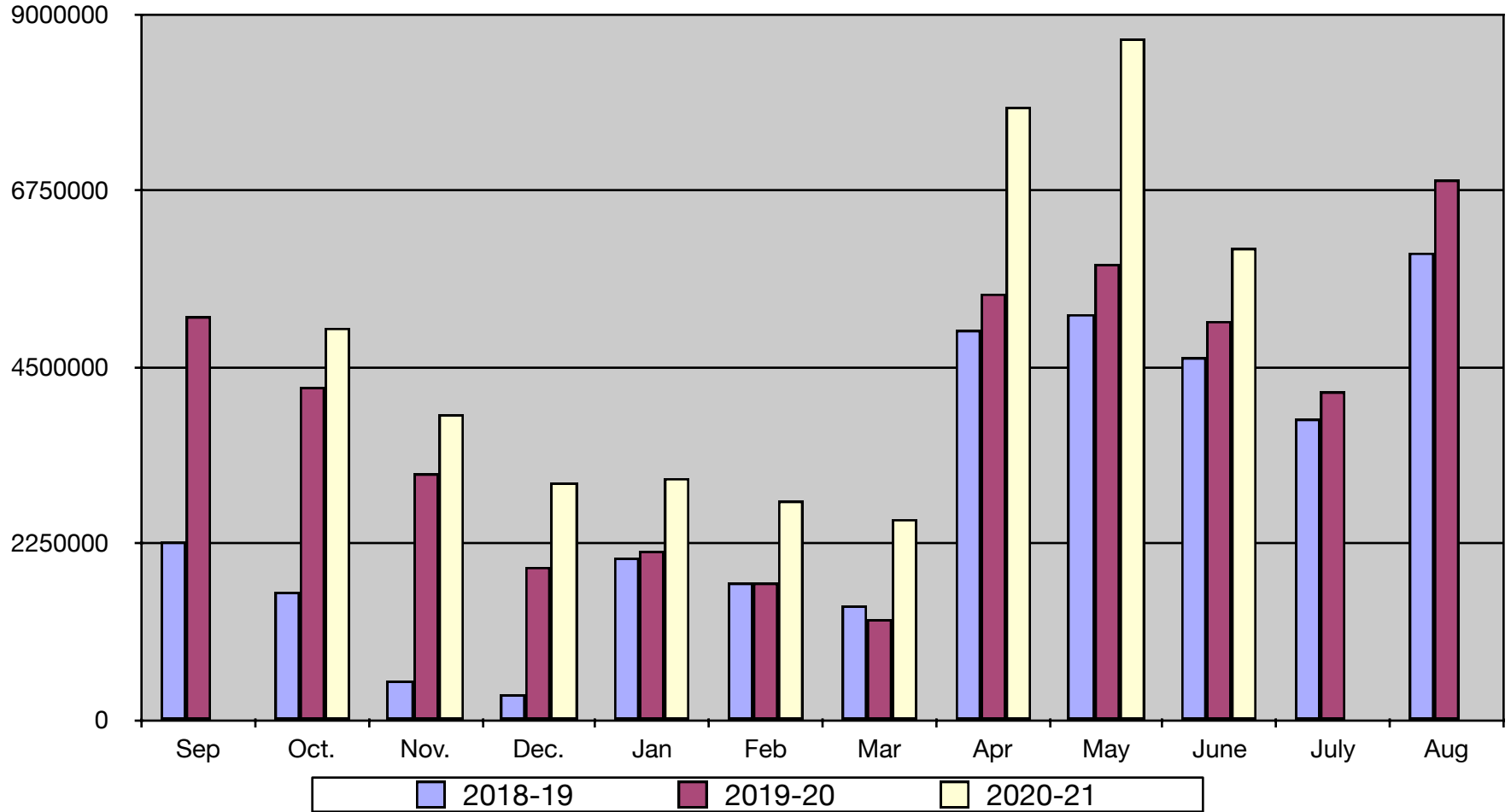
It shall be the policy of [Name] Public Schools that the Negotiations Committee shall consist of three members appointed by the ~~Board President~~Superintendent.

The Negotiations Committee will represent the full Board of Education in negotiations with recognized labor organizations. The full Board of Education may also include selected administrators on the negotiations team. The Board of Education reserves the right to appoint a chief spokesperson who is not a member of the Board to represent the Board in negotiations.

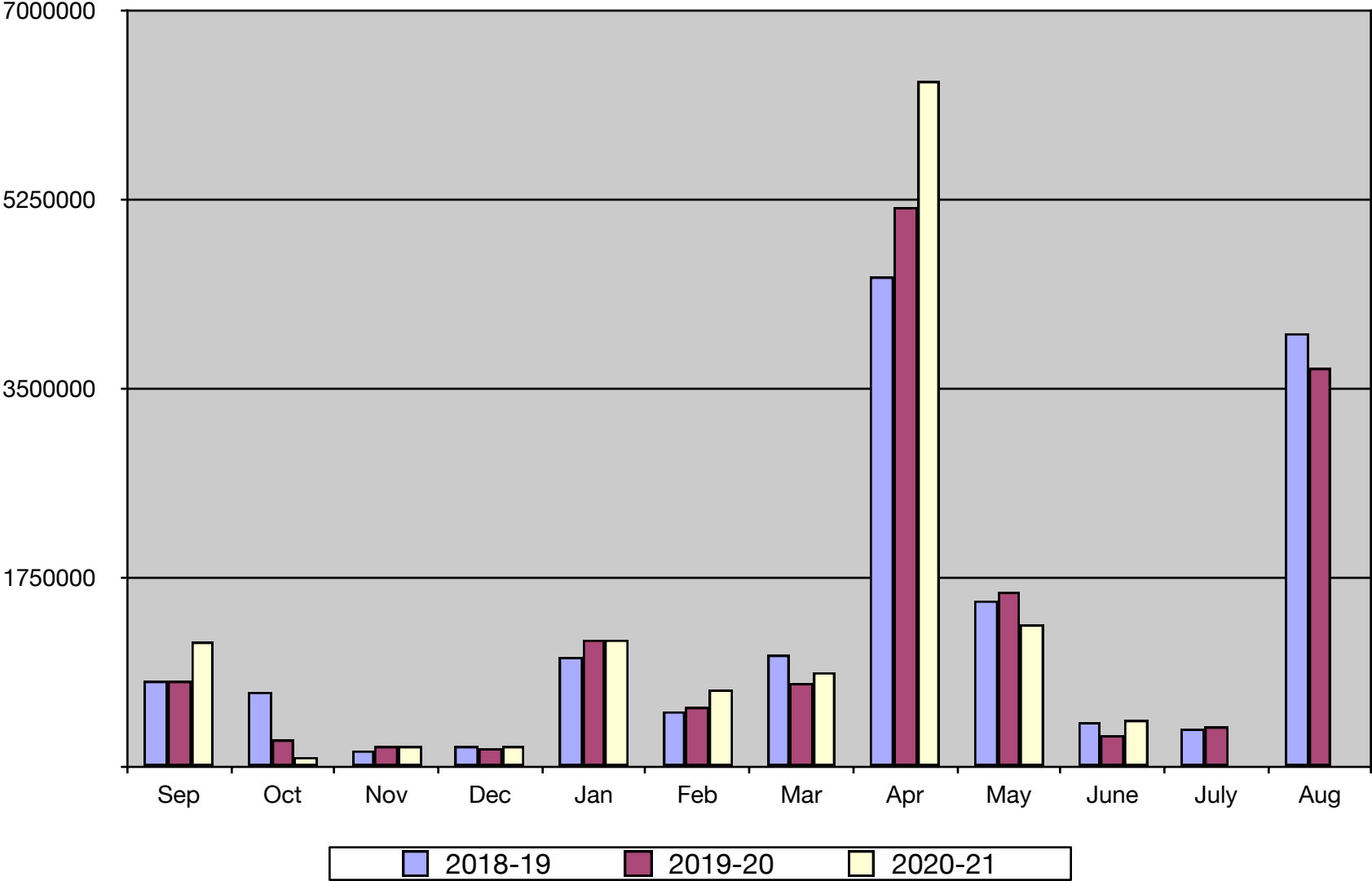
After negotiations are completed, the negotiations committee will make a recommendation to the full Board of Education on the salary schedule and benefits under consideration.

Date of Adoption: [Insert Date]

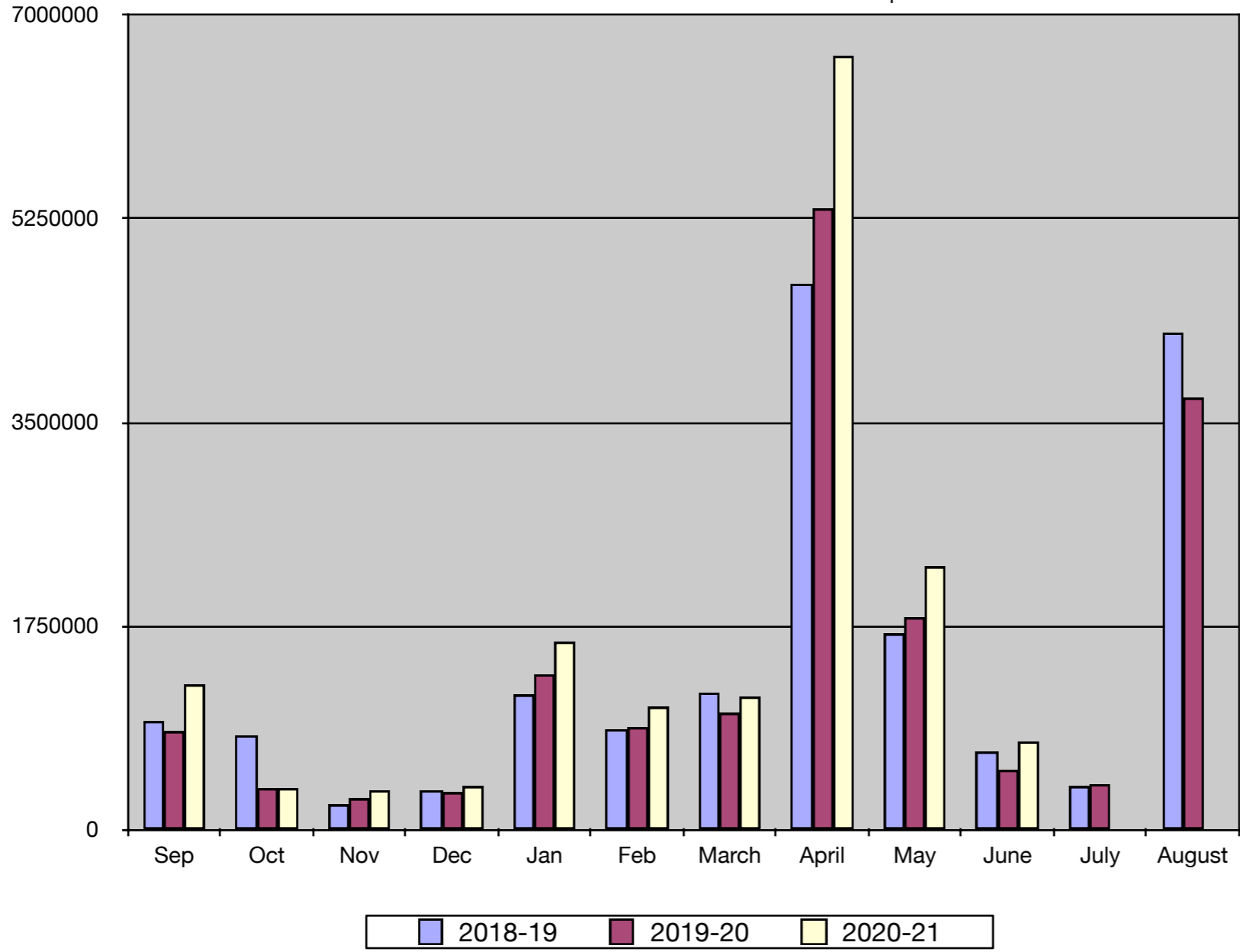
General Fund Balance 2020-21



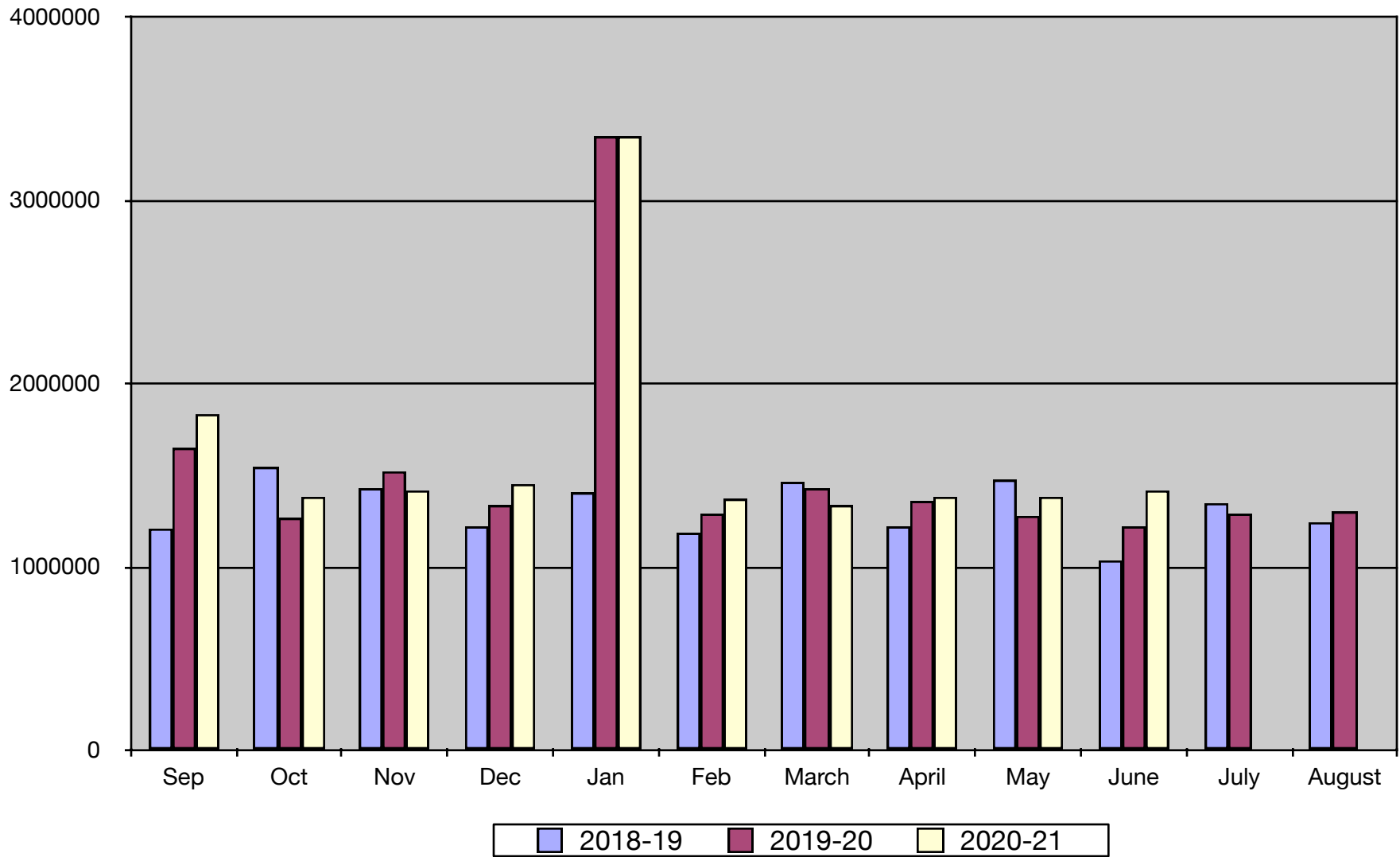
General Fund Tax Draws 2020-21



General Fund Receipts 2020-21



General Fund Expenses 2020-21



000000MONTHLY Summary Report- 2020-21

Fund	Budget 2020-21	Expenditures	Ending Balance	% spent
1100's-Instruction	\$9,040,727	\$7,112,518	\$ 1,928,209	78.67%
1150- Limited English	\$10,000	\$134	\$9,866	1.34%
1160- Poverty Programs	\$174,131	\$124,154	\$49,977	71.30%
1200's- SPED Instruction	\$1,545,122	\$1,330,121	\$215,001	86.09%
2120- Guidance Services	\$430,937	\$327,205	\$103,732	75.93%
2130- Health Services	\$218,702	\$187,804	\$30,898	85.87%
2140's- SPED Psychology/ Testing	\$137,747	\$100,363	\$37,384	72.86%
2151- SA Speech Services	\$262,064	\$204,734	\$57,330	78.12%
2152- Ages 3-5 Speech Services	\$94,089	\$41,319	\$52,770	43.91%
2153- Ages 0-2 Speech Services	\$56,224	\$40,577	\$15,647	72.17%
2161- School Aged OT Services	\$15,000	\$4,338	\$10,662	28.92%
2162- Ages 3-5 OT Services	\$15,000	\$4,874	\$10,126	32.49%
2163- Ages 0-2 OT Services	\$15,000	\$9,265	\$5,735	61.77%
2171- School Age PT Services	\$15,000	\$2,764	\$2,764	18.43%
2172- Ages 3-5 PT Services	\$15,000	\$536	\$14,464	3.57%
2173- Ages 0-2 PT Services	\$15,000	\$2,260	\$12,740	15.07%
2181- School Age Vision Services	\$15,000	\$7,381	\$7,619	49.21%
2190- Other Pupil Services	\$18,600	\$28,203	-\$9,603	151.63%
2210- Learning Improvement	\$257,305	\$250,295	\$7,010	97.28%
2220- Libraries	\$280,317	\$223,329	\$56,988	79.67%
2310- Board of Education	\$35,000	\$34,739	\$261	99.25%
2320- Executive Admin	\$342,230	\$303,234	\$38,996	88.61%
2330- Legal Services	\$25,000	\$14,283	\$10,717	57.13%
2410- Office of the Principal	\$1,060,854	\$932,868	\$127,986	87.94%
2510/20- Gen. Admin Business	\$579,450	\$446,856	\$132,594	77.12%
2560/80- Public Relations	\$109,556	\$90,153	\$19,403	82.29%
2610/30- Operation of Plant	\$1,003,210	\$773,360	\$229,850	77.09%
2620- Maintenance	\$435,965	\$422,913	\$13,052	97.01%
2650- Vehicle Acquisition/ Maintenance	\$17,000	\$12,915	\$4,085	75.97%
2660/70- Security and Safety	\$74,500	\$58,043	\$16,457	77.91%
2720/90/91- Regular and LC	\$558,304	\$568,294	-\$9,990	101.79%
2712/92- SPED Transportation	\$283,000	\$127,735	\$155,265	45.14%
3535- High Ability	\$9,500	\$10,374	-\$874	109.20%
6200- Title I	\$66,551	\$83,307	-\$16,756	125.18%
6310- Title IIA	\$22,068	\$12,284	\$9,784	55.66%
6000- Title IV	\$10,000	\$0	\$10,000	0.00%
6406- IDEA Part B Pre-School	\$12,340	\$14,385	-\$2,045	116.57%

000000MONTHLY Summary Report- 2020-21

Fund	Budget 2020-21	Expenditures	Ending Balance	% spent
6408- IDEA Poverty Pre-School SPED	\$218,626	\$194,876	\$23,750	89.14%
6412- Non-public school funding	\$2,654	\$0	\$2,654	0.00%
1300- Summer School	\$40,809	\$6,647	\$34,162	16.29%
6996- ESSER COVID-19 Funding	\$51,571	\$74,835	-\$23,264	145.11%
7000- Short Term Borrowing	\$2,050,000	\$2,064,350	-\$14,350	100.70%
8000- Transfers	\$72,100	\$60,000	\$12,100	83.22%
Totals	\$19,711,253	\$16,308,625	\$3,402,628	82.74%
Spending Goal	\$ 19,100,000			85.39%



Finance Report July 2021

- Our cash balance for the General Fund is \$6,036,567. We did pay back \$2,000,000 from the General to the Building Fund. We should have plenty of cash to get through the summer and to August where there will be another large tax draw. It appears that we will be right at the target goal for total expenditures for the year. Cash reserves, with no tax note or short term borrowing from other funds, will be in the 40% range for cash reserve.
- General Fund spending for the year is up 3.8% from \$15,699,266 in 2019-20 to \$16,314,224 so far in 2020-21. Our goal is to keep this around 3% for the year. See monthly spending report.
- Other funds are where they should be if you look at the cash comparisons report.
- We will discuss ESSER III funds tonight. SPCS could be approved for \$441,313.00.
- The next phase of bond funds (nearly \$9 million) have been deposited. A NPAIT Account will hold \$6 million until future payments for construction projects are needed.

CASH COMPARISONS as of June 30, 2021

			2018-19	2019-20	2020-21
	March	General Fund	\$ 1,457,616.84	\$ 1,277,310.46	\$ 2,554,360.05
		Emp. Benefit Fund	\$ 174,864.17	\$ 175,124.20	\$ 175,240.10
		Building Fund	\$ 434,122.63	\$ 949,820.76	\$ 1,414,602.47
		School Lunch	\$ 103,368.04	\$ 181,653.14	\$ 214,412.79
		Bond Fund	\$ 94,352.21	\$ 98,960.31	\$ 108,482.13
		Bond Fund #2			\$ 5,308,308.63
		Depreciation Fund	\$ 37,532.98	\$ 72,619.22	\$ 72,667.28
		QCPUF	\$ 62,989.87	\$ 37,520.90	\$ 61,408.23
		March Total	\$ 2,364,846.74	\$ 2,793,008.99	\$ 9,909,481.68
	April	General Fund	\$ 4,986,649.64	\$ 5,439,299.59	\$ 7,825,352.93
		Emp. Benefit Fund	\$ 174,887.17	\$ 175,138.59	\$ 175,247.30
		Building Fund	\$ 1,009,786.34	\$ 1,654,997.35	\$ 2,337,564.59
		School Lunch	\$ 149,290.96	\$ 164,730.51	\$ 231,067.98
		Bond Fund	\$ 256,354.46	\$ 266,371.63	\$ 400,167.97
		Depreciation Fund	\$ 37,537.91	\$ 72,626.86	\$ 72,670.27
		QCPUF	\$ 180,576.21	\$ 161,945.35	\$ 205,836.86
		April Total	\$ 6,795,082.69	\$ 7,935,109.88	\$ 11,247,907.90
	May	General Fund	\$ 5,189,232.22	\$ 5,814,162.64	\$8,690,026.76
		Emp. Benefit Fund	\$ 174,909.45	\$ 175,152.50	\$175,254.02
		Building Fund	\$ 1,400,583.44	\$ 1,909,071.50	\$2,647,644.26
		School Lunch	\$ 118,252.43	\$ 156,719.82	\$302,873.47
		Bond Fund	\$ 279,394.15	\$ 306,452.81	\$330,876.68
		Depreciation Fund	\$ 37,542.69	\$ 72,630.96	\$72,673.06
		QCPUF	\$ 193,165.44	\$ 177,624.81	\$251,034.58
		May Total	\$ 7,393,079.82	\$ 8,611,815.04	\$ 12,470,382.83
	June	General Fund	\$ 4,622,005.90	\$ 5,090,931.48	\$6,036,567.10

CASH COMPARISONS as of June 30, 2021

	Emp. Benefit Fund	\$ 174,929.58	\$ 175,167.86	\$175,261.94
	Building Fund	\$ 1,441,218.08	\$ 1,939,152.68	\$2,730,580.07
	School Lunch	\$ 130,648.09	\$ 156,392.80	\$255,203.70
	Bond Fund	\$ 286,406.80	\$ 300,676.84	\$384,471.73
	Bond Fund #2			\$6,293,031.72
	Depreciation Fund	\$ 37,547.01	\$ 72,637.33	\$72,676.35
	NPAIT			\$6,000,000.00
	QCPUF	\$ 199,700.64	\$ 168,297.22	\$217,478.14
	June Total	\$ 6,892,456.10	\$ 7,903,256.21	\$22,165,270.75

Board of Education Regular Meeting

Monday, June 21, 2021 7:00 PM

The Site Committee started at 6:00 p.m. All Board Members were present. The Site Committee discussed Ongoing facility projects within the district. The meeting adjourned at 6:25 p.m.

The Finance Committee started at 6:30 p.m. All Board members were present. Finance reports were reviewed by the committee. Discussion of the bills took place. The committee meeting adjourned at 6:43 p.m.

A meeting of the Board of Education of Springfield Platteview Community Schools in the County of Sarpy, in the State of Nebraska, was convened in open and public session at 7:00 p.m., Monday, June 21, 2021, at the District Board Office, Central Services Building. Present: Fisher, Osborn, Roseland, Wichman, Guenther, Swanson. Absent: None.

Notice of the meeting and committee meetings were given in advance thereof by posting in at least five public places as shown by the certificate of posting notice attached to these minutes. Notice of this meeting was simultaneously given to all members of the Board of Education, and a copy of their acknowledgment of receipt of notice and the agenda was communicated in the advance notice and in the notice to the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public. Statute 84-1407 to 84-1414 require that the Open Meetings Act be posted in the meeting room. President Roseland informed the board and the public that the Act is located on the west wall of the board room.

Action to approve the Consent Agenda as presented passed with a motion by Swanson and a second by Guenther. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None.

Action to approve the ESU #3 Driver's Education contract for 2021-22 as presented passed with a motion by Fisher and a second by Wichman. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays- None.

Action to approve the interlocal agreement for continued School Resource Officer services from July 1, 2021 through June 30, 2024 as presented passed with a motion by Swanson and a second by Guenther. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None.

Action to approve the transfer of \$2,000,000 from the General Fund back to the Building Fund #2 account passed with a motion by Fisher and a second by Wichman. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None.

Action to approve the APM proposal for Architectural Design Services: Springfield Elementary, District Administration Building, and Existing Spaces at High School Studies as presented passed with a motion by Fisher and a second by Swanson. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays- None.

Action to transfer back \$40,500 from the QCPUF Fund to the Bond Fund passed with a motion by Fisher and a second by Guenther. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None.

The Policy Committee has reviewed policies 5204-Grading Policy; Policy 6300-Review of Instructional Materials, presented for 1st reading as required by policy. Action will take place during the second reading.

Action to approve the ESU #3 Core Services funds for 2020-21 passed with a motion by Swanson

and a second by Wichman. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None.

Action approve the purposes for ESU #3 tax levy for 2021-22 passed with a motion by Swanson and a second by Wichman. Vote: Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays- None.

PR Director Nichole Baugh presented the BizCOMM Partnership Plan/process to the Board of Education for discussion.

Action to accept and approve the resignation of Manon Strayer as certified teacher passed with a motion by Swanson and a second by Guenther. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None.

Action to approve the .54 certified contract for Amanda Wyatt for 2021-22 school year as presented passed with a motion by Osborn and a second by Wichman. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None.

Action to approve the student fees as presented for 2021-22 passed with a motion by Osborn and a second by Swanson. Vote: Yeas-Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None.

Superintendent Richards updated the Board on the 2021-2022 Budget revenue projections.

Brian Osborn gave the Site Committee update to the Board.

The Board received Handbook Drafts for each building for review.

Building Principals reported on student and staff successes in their respective buildings.

There were no items from patrons on items not on the agenda.

Board members reviewed their upcoming schedule of meetings, trainings, and conventions. Significant school calendar items were also discussed.

Action to adjourn the meeting at 8:31p.m. passed with a motion by Swanson and a second by Roseland. Vote: Yeas- Fisher, Guenther, Osborn, Roseland, Swanson, Wichman. Nays-None.

SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS

Treasurer's Report

For the month ended June 30, 2021

<u>General Fund Now Account</u>		
Bank Balance: Beginning of Reporting Period		\$ 336,252.50
Deposits:		
Springfield State Bank - Interest	\$ 33.52	
Transfer from Admin Revolving	\$ -	
Transfers from Investment Account	\$ 1,414,403.31	
Transfers from Bond Fund	-	
Transfer from QCPUF	\$ -	
Transfers from Lunch Fund Investment	\$ 111,801.64	
Transfers from Building #2 (Bond #2)	\$ 1,515,569.55	
Transfers from Building Fund Investment	\$ 36,467.00	\$ 3,078,275.02
		\$ 3,414,527.52
Disbursements		
		\$ 3,017,434.58
Bank Balance: End of Reporting Period		\$ 397,092.94
Outstanding Checks: End of Reporting Period		\$ 275,620.60
NOW Account Balance: End of Reporting Period		\$ 121,472.34
<u>General Fund Investment Account</u>		
Available Balance: Beginning of Reporting Period		\$ 8,571,955.62
Deposits:		
Springfield State Bank - Interest	\$ 356.41	
Sarpy County Treasurer - Local Taxes	\$ 298,212.34	
Sarpy- MVT	\$ 139,775.31	
State Aid	\$ 76,223.00	
SPED SA Reimb- State	\$ 172,403.00	
SPED Transportation Reimbursement	\$ -	
Federal- IDEA SPED, Title, Perkins, HAL	\$ -	
Medicaid	\$ 7,808.69	
OPPD Tax	\$ -	
County Fines/City Fees/ Liquor Licenses	\$ 2,094.37	
Summer School/ Preschool payments	\$ 4,833.00	
Refunds/ Reimbursements/ Payments	\$ 2,369.30	
iPad Fees and Insurance	\$ 595.00	
Other-ESSER 1 Cares	\$ 51,571.00	
		\$ 756,241.42

		\$ 9,328,197.04
Disbursements		
Transfers to General Fund NOW	\$ 3,414,403.31	
Administrative Revolving	\$ 1,733.41	
Transfer to Depreciation	\$ -	
Returned checks/ fees/ overpayment	\$ -	
Bank and other Service Charges	\$ 154.35	\$ 3,416,291.07
Investment Account Balance: End of Reporting Period		\$ 5,911,905.97
<u>General Fund Administrative Revolving Account</u>		
Available Balance: Beginning of Reporting Period		\$ 2,240.39
Deposits:		
Transfers From General Fund Investment Acc't	\$ 1,733.41	
		\$ 1,733.41
		\$ 3,973.80
Disbursements		\$ -
Bank Balance: End of Reporting Period		\$ 3,973.80
Outstanding Checks: End of Reporting Period		\$ 785.01
Admin. Revolving Account Balance: End of Reporting Period		\$ 3,188.79
General Fund Administrative Revolving Account		\$ 3,188.79
General Fund NOW Account		\$ 121,472.34
General Fund Investment Account		\$ 5,911,905.97
TOTAL GENERAL FUND BALANCE		\$ 6,036,567.10
<u>Employee Benefit Fund</u>		
Available Balance: Beginning of Reporting Period		\$ 175,254.02
Deposits:		
Springfield State Bank - Interest	\$ 7.92	
Transfers From General Fund Investment Acc't	\$ -	
Bank Balance: End of Reporting Period		\$ 175,261.94
Certificate of Deposit		
Available Balance: End of Reporting Period		\$ 175,261.94
Disbursements		\$ -
TOTAL EMPLOYEE BENEFIT BALANCE		\$ 175,261.94

<u>Special Building Fund #1 Account</u>		
Available Balance: Beginning of Reporting Period		\$ 2,647,644.26
Deposits:		
ERate Reimbursement for Fiber Project	\$ -	
Springfield State Bank - Interest	\$ 121.04	
Bellevue Land Transfer-East of Hwy 75 payment	\$ 68,225.30	
Sarpy County Treasurer - Local Taxes	\$ 51,056.47	\$ 119,402.81
		\$ 2,767,047.07
Disbursements	\$ 36,467.00	\$ 36,467.00
Available Balance: End of Reporting Period		\$ 2,730,580.07
TOTAL SPECIAL BUILDING FUND BALANCE		\$ 2,730,580.07
<u>School Lunch Investment Account</u>		
Available Balance: Beginning of Reporting Period		\$ 302,873.47
Deposits:		
Springfield State Bank - Interest	\$ 13.69	
Hot Lunches	\$ 98.00	
State/Federal Aid	\$ 64,040.18	
KidsCare Reimbursement/ Other	\$ -	\$ 64,151.87
		\$ 367,025.34
Disbursements		
Transfers to NOW	\$ 111,801.64	
Transfer to Admin Revolving	\$ -	
Returned checks debit/fees	\$ 20.00	
		\$ 111,821.64
Available Balance: End of Reporting Period		\$ 111,821.64
TOTAL SCHOOL LUNCH FUND BALANCE		\$ 255,203.70
<u>Bond Fund #1 Investment Account</u>		
Available Balance: Beginning of Reporting Period		\$ 330,876.68
Deposits:		
Springfield State Bank - Interest	\$ 15.78	
Interfund Loan Paid Back	\$ 40,500.00	
Sarpy County Treasurer - Local Taxes	\$ 13,079.27	\$ 53,595.05
		\$ 384,471.73

Disbursements			\$	-
Transfer to NOW			\$	-
Available Balance: End of Reporting Period			\$	384,471.73
TOTAL BOND FUND BALANCE			\$	384,471.73
<u>Building Fund #2 Investment Account (Series 2020 Bond)</u>				
Available Balance: Beginning of Reporting Period			\$	2,845,506.45
Deposits:				
Interfund Loan Transfer Back	\$	2,000,000.00		
Springfield State Bank - Interest	\$	307.34		
Bond Payments - 2nd Installment	\$	8,884,900.37	\$	10,885,207.71
			\$	13,730,714.16
Disbursements			\$	1,437,682.44
Transfer to NPAIT			\$	6,000,000.00
Available Balance: End of Reporting Period			\$	6,293,031.72
TOTAL BLDG. FUND #2 BALANCE (2020)			\$	6,293,031.72
<u>Depreciation Fund Account</u>				
Available Balance: Beginning of Reporting Period			\$	72,673.06
Deposits:				
Springfield State Bank - Interest	\$	3.29		
Transfers from General Fund	\$	-	\$	3.29
			\$	72,676.35
Disbursements				
Transfer to NOW	\$	-	\$	-
Available Balance: End of Reporting Period			\$	72,676.35
TOTAL DEPRECIATION FUND BALANCE			\$	72,676.35
<u>QCPUF Fund Account</u>				
Available Balance: Beginning of Reporting Period			\$	251,034.58
Deposits:				
Transfer from Bond Fund	\$	-		
Springfield State Bank - Interest	\$	11.10		
Local Real Estate Taxes	\$	6,932.46		

			\$ 257,978.14
Disbursements			
Transfer to Bond	\$ 40,500.00		
			\$ 40,500.00
Available Balance: End of Reporting Period			\$ 217,478.14
TOTAL QCPUF FUND BALANCE			\$ 217,478.14



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SPRINGFIELD PLATTEVIEW COMM
 ADMINISTRATIVE REVOLVING ACCT
 14801 S 108TH STREET
 SPRINGFIELD NE 68059



Statement Date: 06/30/2021

Account No.: 4171468 Page: 1

REGULAR CHECKING ACCOUNT SUMMARY

Type: REG Status: Active

Category	Number	Amount
Balance Forward From 05/28/21		2,240.39
Debits		0.00
Automatic Deposits	1	1,733.41 +
Ending Balance On 06/30/21		3,973.80
Average Balance (Collected)	2,660.61 +	

Direct Inquiries About Electronic Entries To:
 Phone: (402) 253-2222

STATEMENT PERIOD ACTIVITY

Date	Check/Description	Amount	Check/Description	Amount	Balance
06/23/21	JUNE 2021 TRANSFER-INTERNET TRANSFER FROM CHK 1534 TO CHK 1468 1777403			1,733.41 +	3,973.80

AVERAGE AND MINIMUM BALANCES

Average Ledger Balance :	2,660.61	Minimum Ledger Balance :	2,240.39
Average Collected Balance :	2,660.61	Minimum Collected Balance :	2,240.39
Average Available Balance :	2,660.61	Minimum Available Balance :	2,240.39

OVERDRAFT FEE SUMMARY

	Total For This Period	Total Year-To-Date
Total Overdraft Fees	\$0.00	\$0.00
Total Returned Item Fees	\$0.00	\$0.00

This Statement Cycle Reflects 33 Days

Springfield Platteview Community Schools

Bank Account Reconciliation Report (Bank Reconciliation)

Accounting Cycle: FY20-21; Bank: Springfield State Bank - ; Bank Account: 4171468 - Administrative Revolving (4); Statement Date: 06/30/2021; Include Unposted Transactions: No; Created On: 7/8/2021 11:23:18 AM

Last Reconciled	Beginning Balance	Statement Date	Ending Balance		
5/28/2021	\$2,240.39	06/30/2021	\$3,973.80		
Date	Source Document	Item Number	Description	Deposit	Withdrawal
6/23/2021	00055071	00055071	JUNE 2021 ADMIN REVOLVING TRANSFER; Temp Transaction Number T0069841	\$1,733.41	
Sub Total				\$1,733.41	

Springfield Platteview Community Schools

Bank Account Reconciliation Report (Outstanding)

Accounting Cycle: FY20-21; Bank: Springfield State Bank - ; Bank Account: 4171468 - Administrative Revolving (4); Statement Date: 06/30/2021; Include Unposted Transactions: No; Created On: 7/8/2021 11:23:18 AM

Last Reconciled		Beginning Balance		Statement Date	
5/28/2021		\$4,641.32		06/30/2021	
Date	Source Document	Item Number	Description	Deposit	Withdrawal
5/12/2011	00000902	00000902	Transfer from Gen. (MM) to Admin. Revolving	\$2,637.85	
7/19/2011	00001834	00001834	Transfer from Gen. (MM) to Adm. Revol. payables	\$1,374.37	
1/27/2012	00005890	00005890	5079-U.N.O.-Admin Revol		\$320.00
8/14/2012	00009706	00009706	ck 5148-correct amount of ck. should be 127.73		\$0.01
11/29/2012	00012209	00012209	CK 5189-UNO VOCAL MUSIC DEPARTMENT-ADMIN REV		\$150.00
5/27/2016	00030002	00030002	5549- JoAnn Gowen- Admin. Rev.		\$35.00
10/25/2016	00033118	00033118	5590-Ralston High School- Admin. Rev.		\$80.00
8/30/2019	00048599	00048599	Adjust General Fund to actual; Temp Transaction Number T0063313	\$140.71	
9/24/2019	00048227	00048227	5823- Peru State College- Admin Rev; Temp Transaction Number T0062936		\$200.00
8/31/2020	00052918	00052918	AFR ERROR # 7 CORRECT ACCOUNT CODE; Temp Transaction Number T0067672	\$1,273.40	
Sub Total				\$5,426.33	\$785.01



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SPRINGFIELD PLATTEVIEW COMM
STUDENT FEE ACCOUNT
14801 S 108TH ST
SPRINGFIELD NE 68059



Statement Date: 06/30/2021

Account No.: 4151129 Page: 1

REGULAR CHECKING ACCOUNT SUMMARY

Type : REG Status : Active

Category	Number	Amount
Balance Forward From 05/28/21		3,627.58
Debits	1	820.00
Ending Balance On 06/30/21		2,807.58
Average Balance (Collected)	2,956.67+	

Direct Inquiries About Electronic Entries To:
Phone: (402) 253-2222

STATEMENT PERIOD ACTIVITY

Date	Check/Description	Amount	Check/Description	Amount	Balance
06/04/21	1221	820.00			2,807.58

AVERAGE AND MINIMUM BALANCES

Average Ledger Balance :	2,956.67	Minimum Ledger Balance :	2,807.58
Average Collected Balance :	2,956.67	Minimum Collected Balance :	2,807.58
Average Available Balance :	2,956.67	Minimum Available Balance :	2,807.58

CHECKS AND OTHER DEBITS

* indicates a gap in the check numbers

Date	Check #	Amount	Date	Check #	Amount	Date	Check #	Amount
06/04/21	1221	820.00						

OVERDRAFT FEE SUMMARY

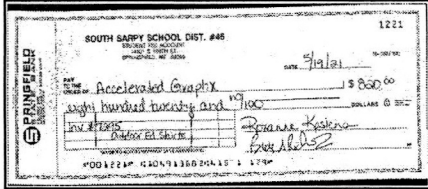
	Total For This Period	Total Year-To-Date
Total Overdraft Fees	\$0.00	\$0.00
Total Returned Item Fees	\$0.00	\$0.00



SPRINGFIELD PLATTEVIEW COMM
Account No. : 4151129
Stmt. Date : 06/30/2021

Bank : 680
Images : 1
Page : 3

IMAGE STATEMENT



AMT: 820.00 SEQ: 80000980
CK: 1221 DT: 06/04/21 ST: Paid



Current Cash Balance

Sorted by Site ID, Group ID; Filtered by Site.
From 06/01/2021 to 06/30/2021.

Site ID Site Name
Group ID Group Name

		Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
PHS	Platteview High School					
A	Athletics	10,354.04	2,570.00	2,420.81	0.00	10,503.23
B	Activities	7,688.77	7,320.29	2,352.00	411.00	13,068.06
C	Classes	51,896.93	2,828.00	3,854.33	698.70	51,569.30
D	Clubs/Organizations	16,641.35	1,000.00	284.15	123.30	17,480.50
E	Education	7,645.43	0.00	1,381.76	0.00	6,263.67
F	Fundraising	36,610.73	11,160.00	5,313.00	78.70	42,536.43
M	Miscellaneous	29,370.70	2,419.00	1,511.44	-1,378.10	28,900.16
N	Non-Active Accounts	0.00	0.00	0.00	0.00	0.00
	PHS Totals:	160,207.95	27,297.29	17,117.49	-66.40	170,321.35
	Report Totals:	160,207.95	27,297.29	17,117.49	-66.40	170,321.35

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID; Filtered by Site.
From 06/01/2021 to 06/30/2021.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
PCJH	Platteview Central Jr High							
D	Clubs/Organizations							
		440	National Honor Society	246.34	0.00	0.00	0.00	246.34
		465	Student Council	351.23	0.00	0.00	0.00	351.23
		D Totals:		597.57	0.00	0.00	0.00	597.57
M	Miscellaneous							
		727	Destination Imagination	1,796.90	0.00	0.00	0.00	1,796.90
		745	Library	169.80	0.00	0.00	0.00	169.80
		750	Principal	4,068.06	79.00	34.91	0.51	4,112.66
		755	Parent Advisory Council	3,057.77	0.00	0.00	0.00	3,057.77
		765	Science In Motion	1,091.95	0.00	0.00	0.00	1,091.95
		M Totals:		10,184.48	79.00	34.91	0.51	10,229.08
		PCJH Activity Totals:		10,782.05	79.00	34.91	0.51	10,826.65

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
PCJH Checking:			79.00	34.91		
PCJH Investment:						
PCJH Bank Balances:	10,782.05		79.00	34.91	0.51	10,826.65

Report Activity Totals:	10,782.05	79.00	34.91	0.51	10,826.65
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David Johnson
7-6-21

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID; Filtered by Site.
From 06/01/2021 to 06/30/2021.

Site ID Group ID	Site Name Group Name Activity ID Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
SE	Springfield Elementary					
D	Clubs/Organizations					
	465 Student Council	657.87	0.00	0.00	0.00	657.87
	D Totals:	657.87	0.00	0.00	0.00	657.87
M	Miscellaneous					
	727 Destination Imagination	5,088.93	0.00	0.00	0.00	5,088.93
	745 Library	1,643.22	40.00	0.00	0.00	1,683.22
	750 Principal	4,914.89	1,260.00	368.98	0.76	5,806.67
	760 Pop	319.04	0.00	154.54	0.00	164.50
	775 Walk-A-Thon	4,329.59	94.89	413.32	0.00	4,011.16
	M Totals:	16,295.67	1,394.89	936.84	0.76	16,754.48
	SE Activity Totals:	16,953.54	1,394.89	936.84	0.76	17,412.35

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
SE Checking:			1,394.89	936.84		
SE Investment:						
SE Bank Balances:	16,953.54		1,394.89	936.84	0.76	17,412.35

	Report Activity Totals:	16,953.54	1,394.89	936.84	0.76	17,412.35
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Kathy H. Hays 7-8-2021

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID; Filtered by Site.
From 06/01/2021 to 06/30/2021.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
WE	Westmont Elementary							
D	Clubs/Organizations							
	465		Student Council	67.36	0.00	0.00	0.00	67.36
D Totals:				67.36	0.00	0.00	0.00	67.36
M	Miscellaneous							
	727		Destination Imagination	3,649.04	0.00	0.00	0.00	3,649.04
	745		Library	4,353.33	0.00	0.00	0.00	4,353.33
	750		Principal	3,115.72	60.00	15.93	0.00	3,159.79
	760		Pop	205.19	70.95	0.00	0.00	276.14
M Totals:				11,323.28	130.95	15.93	0.00	11,438.30
WE Activity Totals:				11,390.64	130.95	15.93	0.00	11,505.66

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
WE Checking:			130.95	15.93		
WE Investment:						
WE Bank Balances:	11,390.64		130.95	15.93	0.00	11,505.66

	11,390.64	130.95	15.93	0.00	11,505.66
Report Activity Totals:					



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SPRINGFIELD PLATTEVIEW COMM
PLATTEVIEW EARLY EDUCATION CEN
ACTIVITY FUND
14801 S 108TH STREET
SPRINGFIELD NE 68059



Statement Date: 06/30/2021

Account No.: 3491217 Page: 1

REGULAR CHECKING ACCOUNT SUMMARY

Type : REG Status : Active

Category	Number	Amount
Balance Forward From 05/28/21		1,522.50
Deposits	1	35.00+
Debits		0.00
Ending Balance On 06/30/21		1,557.50
Average Balance (Collected)	1,539.46+	

Direct Inquiries About Electronic Entries To:
Phone: (402) 253-2222

STATEMENT PERIOD ACTIVITY

Date	Check/Description	Amount	Check/Description	Amount	Balance
06/15/21	DEPOSIT	35.00+			1,557.50

AVERAGE AND MINIMUM BALANCES

Average Ledger Balance :	1,539.46	Minimum Ledger Balance :	1,522.50
Average Collected Balance :	1,539.46	Minimum Collected Balance :	1,522.50
Average Available Balance :	1,539.46	Minimum Available Balance :	1,522.50

OVERDRAFT FEE SUMMARY

	Total For This Period	Total Year-To-Date
Total Overdraft Fees	\$0.00	\$0.00
Total Returned Item Fees	\$0.00	\$0.00

This Statement Cycle Reflects 33 Days

Springfield Platteview Community Schools

Bills for Approval July 12, 2021

Payee	Account Code	Reason	Amount
ACP Direct-Labsonic	01-2-01100-610-002-11	Labsonic LS9500 Premium Stereo / Mono Headphones with Removable Cords	\$1,445.00
ACP Direct-Labsonic	01-2-01100-610-002-11	Shipping	\$86.70
AMAZON	01-2-01100-610-000-01	Adjustable Giantex Wobble Chair	\$139.98
AMAZON	01-2-01100-610-001-22	Alternate Tender	(\$34.00)
AMAZON	01-2-01100-610-001-22	Amazon.com Refund	(\$26.96)
AMAZON	01-2-01100-610-001-22	Camera Tripod - Weights (PHS)	\$83.40
AMAZON	01-2-01100-610-001-22	March: Book One	\$136.00
AMAZON	01-2-01100-610-001-22	PHS Classroom Supplies - SaO	\$15.70
AMAZON	01-2-01100-610-001-22	PHS Science Paint Brushes (S. Oritz)	\$4.99
AMAZON	01-2-01100-610-001-22	PHS Science Supplies (S. Ortiz)	\$439.41
AMAZON	01-2-01100-610-001-22	Plasma Cutting Consumables	\$65.00
AMAZON	01-2-01100-610-001-22	Science Supplies - PHS	\$74.31
AMAZON	01-2-01100-610-002-11	Label Tape Cartridges - SE (K. Heneger)	\$34.05
AMAZON	01-2-01100-610-004-12	Lost At School: Why Our Kids Worry (WE)	\$31.17
AMAZON	01-2-01100-650-000-01	Returned TV Credit 2 of 2 (F. Staskiewicz)	(\$139.40)
AMAZON	01-2-01100-650-000-01	Scanner - PC	\$153.00
AMAZON	01-2-01100-650-000-01	Shipping	\$18.01
AMAZON	01-2-01100-650-000-01	USB C to VGA Adapters	\$56.94
AMAZON	01-2-02220-610-001-22	Into the West: From Reconstruction	\$18.15
AMAZON	01-2-02220-610-001-22	Media 5 Letter Lock	\$10.39
AMAZON	01-2-02220-610-001-22	Mentoring in Action: Guiding	\$33.59
AMAZON	01-2-02220-610-001-22	Shipping	\$8.88
AMAZON	01-2-02220-640-001-22	Forgotten Bones: Uncovering a Slave Cenetery	\$5.93
AMAZON	01-2-02220-640-001-22	PHS Books	\$125.34
AMAZON	01-2-02220-640-001-22	The Notorious Benedict Arnold	\$20.79
AMAZON	01-2-02220-640-004-12	Shipping	\$7.98
AMAZON	01-2-02220-640-004-12	Zones of Regulation - WE (M. Hasty)	\$148.00
AMAZON	01-2-02220-642-001-22	Projector Bulb	\$89.99
AMAZON	01-2-03535-610-000-01	Apple USB Adaptor	\$37.46
AMAZON	01-2-03535-610-000-01	Memory Cards - HAL - SE	\$49.00
American Express	01-2-01100-643-000-01	Adobe Acropro Subs	\$16.04
American Express	01-2-01100-643-000-01	Standard Wildcard SSL Renewal *.springfieldplatteview.org	\$899.98
American Express	01-2-02410-810-001-22	Shopkeep Annual Renewal	\$2,228.16
American Express	01-2-02510-810-000-01	Late Fee for Delayed Board Approval	\$39.00
American Express	01-2-02560-643-000-01	Adobe Stock Adobe	\$29.99
American Express	01-2-02650-626-000-01	Fuel - B&D Pitstop	\$452.60
AMPLIFY.	01-2-06996-643-000-01	DIBELS Data System 8th Edition (H. Zierott)	\$7.00
ARR-Boone Brothers Roofing	01-2-02620-350-001-22	Roof Repair - PHS	\$150.00
ARR-Boone Brothers Roofing	01-2-02620-350-002-11	Investigated/Patched Roof Leak - SE	\$225.00
ARR-Boone Brothers Roofing	01-2-02620-350-005-21	Investigated/Patched Roof Leak - PHS	\$205.00
Baugh, Nichole	01-2-02560-333-000-01	Mileage Reimbursement	\$68.99
Baugh, Nichole	01-2-02560-610-000-01	Omaha World-Herald Digital (N. Baugh)	\$10.99
Borsheim's	01-2-02310-890-000-01	Employee Recognition Event - Awards (J. Kohl)	\$1,466.97
Bos, Michael R	01-2-02650-626-000-01	Wrestling Camp / Van 4 - 6/28/21 (B & D Pitstop)	\$64.24
Bos, Michael R	01-2-02650-626-000-01	Wrestling Camp / Van 4 - 6/29/21 (Casey's)	\$59.86
Capital Business Systems, Inc. - Printer	01-2-02510-443-000-01	Copier Lease - Agrmt 107-1569973-001	\$1,708.00
Capital Business Systems, Inc. - Printer Lease	01-2-02510-443-000-01	Finance Charge (Delayed Board Approval of Checks)	\$170.80
Capital Business Systems, Inc. - Service Plus	01-2-01100-443-001-22	Printer Usage - PHS	\$32.00

Capital Business Systems, Inc. - Service Plus	01-2-01100-443-002-11	Printer Usage - SE	\$152.90
Capital Business Systems, Inc. - Service Plus	01-2-01100-443-004-12	Printer Usage - WE	\$3.14
Capital Business Systems, Inc. - Service Plus	01-2-01100-443-005-21	Printer Usage - PC	\$16.34
Capital Business Systems, Inc. - Service Plus	01-2-01291-443-002-11	Printer Usage - Preschool	\$115.40
Capital Business Systems, Inc. - Service Plus	01-2-02141-443-000-01	Printer Usage - (S. Dill)	\$2.45
Capital Business Systems, Inc. - Service Plus	01-2-02141-443-000-01	SPED Printer Use - SE	\$3.15
Capital Business Systems, Inc. - Service Plus	01-2-02510-443-000-01	Printer Usage - DO	\$64.08
CENTURY LINK	01-2-02510-530-000-01	Long Distance	\$412.58
CHILDREN SUCCEED THERAPY, LLC	01-2-02161-340-000-01	OT - Grades >5	\$335.00
CHILDREN SUCCEED THERAPY, LLC	01-2-02162-340-000-01	OT - Grade 3-5	\$1,323.25
CHILDREN SUCCEED THERAPY, LLC	01-2-02163-340-000-01	OT - Grade 0-2	\$1,122.25
CHILDREN SUCCEED THERAPY, LLC	01-2-02171-340-000-01	PT - Grade >5	\$586.25
CHILDREN SUCCEED THERAPY, LLC	01-2-02172-340-000-01	PT - Grade 3-5	\$234.50
CHILDREN SUCCEED THERAPY, LLC	01-2-02173-340-000-01	PT - Grade 0-2	\$284.75
Chuck Johnson Services	01-2-02620-420-000-01	Extra Sampling - June 2021	\$150.00
Chuck Johnson Services	01-2-02620-420-000-01	Water Operator - July 2021	\$450.00
City Of Springfield	01-2-02610-410-002-11	Water/Sewer - SE	\$93.20
COX BUSINESS	01-2-02510-530-000-01	Telephone - PHS/PC - May 2021	\$620.41
COX BUSINESS	01-2-02510-530-000-01	Telephone PHS/PC June 2021	\$604.92
Culligan Us Filter	01-2-02410-340-001-22	PHS - Water Cooler Rental	\$87.00
Culligan Us Filter	01-2-02510-890-000-01	DO - Water Cooler Rental	\$29.00
Decker, Inc.	01-2-02620-610-000-01	Shipping	\$50.84
Decker, Inc.	01-2-02620-610-000-01	Sign Post Bracket, Galvanized Post Kit, Tape Measure, TP Holder, Dogging Key (D. Mann)	\$316.10
Demco Inc	01-2-02220-610-002-11	CircExtender Poly Covers 5-Mil 10-3/4"H x 17-1/2"W 25/Pkg	\$74.52
Demco Inc	01-2-02220-610-002-11	Clear Glossy Label Protectors 1-1/2" x 3-1/4" 500/Roll	\$28.71
Demco Inc	01-2-02220-610-002-11	Demco Superfold Book Jacket Cover 14" x 200' Roll 2-mil Film -1	\$44.07
Demco Inc	01-2-02220-610-004-12	CircExtender Poly Covers 5-Mil 10-3/4"H x 17-1/2"W 25/Pkg	\$74.52
Demco Inc	01-2-02220-610-004-12	CircExtender Poly Covers 5-Mil 12-5/8"H x 22"W 25/Pkg	\$35.79
Demco Inc	01-2-02220-610-004-12	CircExtender Poly Covers 5-Mil 8-1/2"H x 13"W 50/Pkg	\$30.83
Demco Inc	01-2-02220-610-004-12	Durafold II Book Jacket Covers 10"H 21"L Jacket 50/Ctn	\$15.66
Demco Inc	01-2-02220-610-004-12	Superfold Book Jacket Cover 14" x 200' Roll 2-Mil Film	\$44.07
Dill, Shellee L	01-2-02141-333-000-01	Mileage Reimbursement - April 2021	\$63.84
Dill, Shellee L	01-2-02141-333-000-01	Mileage Reimbursement - May 2021	\$80.64
Echo Group, Inc.	01-2-02620-733-000-01	40W T12 Supreme Alto bulbs	\$379.20
Echo Group, Inc.	01-2-02620-733-000-01	48" Fluor bulbs	\$450.00
Echo Group, Inc.	01-2-02620-733-000-01	Ballast Elec F/4 F17-32T8	\$285.80
Educational Service Unit No. 3 (SPED)	01-2-01200-330-000-11	CPI Training x 1	\$45.00
Educational Service Unit No. 3 (SPED)	01-2-01200-330-000-21	ASD Training	\$165.00
Educational Service Unit No. 3 (SPED)	01-2-01200-562-000-01	Building Daily Charge	\$176.00
Educational Service Unit No. 3 (SPED)	01-2-01200-562-000-01	Program Services - May 2021 (BVS-CDC)	\$3,456.00
Educational Service Unit No. 3 (SPED)	01-2-01292-591-000-01	Program Services - SS-ECSE (Birth-3)	\$1,976.17
Educational Service Unit No. 3 (SPED)	01-2-02141-320-000-01	Behavioral Coaching (Apr 16-May 15)	\$1,443.75
Educational Service Unit No. 3 (SPED)	01-2-02141-320-000-01	Behavioral Coaching (May 16-Jun 15)	\$412.50
Educational Service Unit No. 3 (SPED)	01-2-02141-320-000-01	Psych Services (Apr 16-May 15)	\$2,280.00
Educational Service Unit No. 3 (SPED)	01-2-02141-320-000-01	Psych Services (May 16-Jun 15)	\$960.00
Educational Service Unit No. 3 (SPED)	01-2-06310-330-000-01	CPI Training x 7	\$315.00
Egan Supply Company	01-2-02610-610-001-22	Cleaning Products (D. Mann)	\$685.00
Egan Supply Company	01-2-02610-610-002-11	Cleaning Products (D. Mann)	\$342.47
Egan Supply Company	01-2-02610-610-004-12	Cleaning Products (D. Mann)	\$342.52
Egan Supply Company	01-2-02610-610-005-21	Cleaning Products (D. Mann)	\$342.51

Egan Supply Company	01-2-02620-610-001-22	Towel Dispensers, 20" Strip Pads (D. Mann)	\$365.34
Falch, Kelly A	01-2-01100-610-001-22	Classroom Supplies - PHS	\$4.75
Fastsigns	01-2-02410-610-001-22	Signage - PHS	\$1,019.21
Flinn Scientific	01-2-01100-610-001-22	Supplies - Science	\$869.39
Follett School Solutions, Inc.	01-2-02220-640-004-12	Books - WE	\$1,050.81
Foutch, Dustin C	01-2-02650-626-000-01	Van #1 Gas	\$76.00
Gopher Performance	01-2-01100-610-002-11	Blue Gopher playground ball 8.5" diameter	\$82.50
Gopher Performance	01-2-01100-610-002-11	Shipping	\$20.40
Gopher Performance	01-2-01100-610-002-11	Yellow Gopher Playground ball, 7" diameter	\$37.50
Gopher Performance	01-2-01100-610-004-12	36" Hockey Sticks	\$175.00
Gopher Performance	01-2-01100-610-004-12	5 lb Rubber Bowling Ball	\$64.95
Gopher Performance	01-2-01100-610-004-12	Badminton Racquets - Double Shaft - Steel Net (6)	\$89.95
Gopher Performance	01-2-01100-610-004-12	Black Floor Tape (6)	\$39.95
Gopher Performance	01-2-01100-610-004-12	Blue Floor Tape (6)	\$39.95
Gopher Performance	01-2-01100-610-004-12	Rainbow Hop-Along Bouncers 18" (6) FIELD DAY	\$99.95
Gopher Performance	01-2-01100-610-004-12	Recess Balls - Footballs, Soccerballs, Volleyballs, Kickballsand storage bags.	\$638.00
Gopher Performance	01-2-01100-610-004-12	Shipping	\$233.63
Gopher Performance	01-2-01100-610-004-12	Wiffleballs	\$26.95
Gopher Performance	01-2-01100-610-004-12	DuraHoop Flat (12) 20"	\$49.95
Gopher Performance	01-2-01100-610-004-12	Frisbees - 12	\$27.90
Gopher Performance	01-2-01100-610-004-12	Kdg Basketballs	\$39.90
Gopher Performance	01-2-01100-610-004-12	Kdg Footballs	\$37.90
Gopher Performance	01-2-01100-610-004-12	Kdg Frisbee	\$31.90
Gopher Performance	01-2-01100-610-004-12	Medium-speed shuttlecocks for indoor and outdoor play. (6)	\$11.95
Grainger	01-2-02620-610-001-22		\$21.32
Grainger	01-2-02620-610-001-22	Plug-In CFL Bulbs	\$130.70
Grainger	01-2-02620-610-001-22	Twist on Wire Connector	\$17.68
Grainger	01-2-02620-610-001-22	V-Belt; Pleated Air Filter	\$101.85
Grainger	01-2-02620-610-001-22	V-Belt; Receptacle, Ivory 20A	\$126.16
Grainger	01-2-02620-610-002-11	V-Belt; Receptacle, Ivory 20A	\$105.04
Great Plains Pest Services, Inc.	01-2-02620-420-000-01	Pest Control	\$150.00
Gretna Guide & News	01-2-02310-890-000-01	Advertising	\$1,260.00
Hauff Mid-America Sports	01-2-01100-610-001-22	Art Charge Per Print Location	\$328.60
Hauff Mid-America Sports	01-2-01100-610-001-22	Sports Pride Team Chairs - PHS Band	\$4,536.00
Hauff Mid-America Sports	01-2-01100-610-001-22	Spot Pride Chair Transport Cart - PHS Band	\$735.00
Hayes Mechanical, LLC	01-2-02620-350-002-11	Condenser Fan Motor - SE	\$767.05
Hillyard / Des Moines	01-2-02620-610-000-01	10 Quarts of Creme Clean	\$32.80
Hillyard / Des Moines	01-2-02620-610-000-01	Cleaning Supplies	\$608.40
Hillyard / Des Moines	01-2-02620-610-000-01	Supplies - Cleaning	\$441.48
Home Depot/GEFCF	01-2-02620-610-000-01	Maintenance Supplies (G. Gentile)	\$72.28
HUDL	01-2-02410-643-001-22	Sport Uniforms - BB, FB, VB, Wr,	\$8,700.00
HyVee Food & Drug Store	01-2-01100-610-001-22	Foods Class Supplies	\$319.06
iDismiss	01-2-02410-890-002-11	iDismiss App Annual Subscription (8/1/21 - 7/31/22) - Up to 999 families - Unlimited staff user accounts - Free Upgrades and New Features - Technical Support via Email, Text, Phone Springfield Elementary School Attn: Dr. Kaela Henger kheneger@springfield	\$149.00
J.W. PEPPER & SON INC.	01-2-01100-610-002-11	Squirm, Baby Beluga, We Haz Jazz - SE (E. Fritton)	\$22.99
JODI KOHL	01-2-02560-340-000-01	PR Services - Jul 2021	\$1,328.70
Kuypers Consulting, Inc	01-2-01100-330-002-11	Zones of Regulation-July 29th (K. Heneger)	\$380.00
Kuypers Consulting, Inc	01-2-01100-330-002-11	Zones of Regulation-July 8th (E. Fritton)	\$95.00
Kuypers Consulting, Inc	01-2-01100-330-002-11	Zones of Regulation-July 8th (K. Hobbs)	\$95.00

Kuypers Consulting, Inc	01-2-01100-330-004-12	Zones of Regulation (Full day)-August 6th (M. Hasty)	\$1,710.00
Learning A-Z	01-2-01100-643-004-12	ReadingA-Z.com - WE	\$118.00
Loonies Cupcakes	01-2-02310-890-000-01	Cupcakes for B. Richards Departure	\$72.00
Mann, Douglas L	01-2-02650-626-000-01	Fuel Reimbursement	\$80.00
Mark's Plumbing Parts	01-2-02620-610-001-22	Filters	\$326.97
Mark's Plumbing Parts	01-2-02620-610-002-11	Filters	\$163.49
Mark's Plumbing Parts	01-2-02620-610-004-12	Filters	\$163.48
Mark's Plumbing Parts	01-2-02620-610-005-21	Filters	\$326.96
Matheson Tri-Gas, Inc.	01-2-01100-610-001-22	PHS - Science Supplies	\$1,880.66
MCI	01-2-02510-530-000-01	Long Distance	\$50.94
Metropolitan Omaha Educational Consortium (MOEC)	01-2-02560-810-000-01	MOEC 2021-22 Membership	\$4,000.00
Metropolitan Utilities Dist	01-2-02610-621-000-01	Natural Gas - DO	\$207.00
Metropolitan Utilities Dist	01-2-02610-621-000-03	Natural Gas - Storage Bldg	\$173.00
Metropolitan Utilities Dist	01-2-02610-621-001-22	Natural Gas - PHS	\$1,904.00
Metropolitan Utilities Dist	01-2-02610-621-002-11	Natural Gas - SE	\$153.00
Metropolitan Utilities Dist	01-2-02610-621-005-21	Natural Gas - PC	\$146.00
MIDWEST ALARM SERVICES	01-2-02670-350-001-22	Service Call - PHS	\$252.00
NE Assoc Of School Boards	01-2-02310-810-000-01	Superintendent Search Fees	\$2,800.05
NE Council of School Administrators	01-2-06700-810-000-01	NCE Conference Registration (P. Layher; J Jennings)	\$300.00
NE Public Health Enviromental Laboratory	01-2-02620-420-000-01	Water Testing (5 Coliform; 1 Nitrate EPA 353.2)	\$99.00
NIMCO, Inc.	01-2-01100-610-004-12	Red Ribbon Week Locker Mirror	\$4.98
NIMCO, Inc.	01-2-01100-610-004-12	Red Ribbon Week Pencil	\$85.90
NIMCO, Inc.	01-2-01100-610-004-12	Red Ribbon Week Posters	\$5.97
NIMCO, Inc.	01-2-01100-610-004-12	Red Ribbon Week Ribbons Self Stick	\$30.75
NIMCO, Inc.	01-2-01100-610-004-12	Red Ribbon Week Sticker	\$19.90
Omaha Public Power District	01-2-02610-621-000-02	Electricity - DO	\$708.56
Omaha Public Power District	01-2-02610-621-001-22	Electricity - PHS	\$14,088.51
Omaha Public Power District	01-2-02610-621-002-11	Electricity - SE	\$3,316.51
Omaha Public Power District	01-2-02610-621-004-12	Electricity - WE	\$3,962.42
One Source	01-2-02510-810-000-01	Background Checks (B. Alexander, J. Kuhl, J. Morely)	\$50.00
One Source	01-2-02510-810-000-01	Background Checks (D. Foutch, M. Bos)	\$14.00
One Source	01-2-02510-810-000-01	Employment Background Checks (B. Williamson, L Nelson, A Dominguez, B Alexander, J Kuhl)	\$190.00
ORKIN	01-2-02620-420-001-22	PHS - Pest Control	\$218.00
ORKIN	01-2-02620-420-001-22	PHS - Pest Control - 1st Application	\$765.00
Papillion Sanitation	01-2-02620-420-000-01	Finance Charge (Delayed Board Mtg)	\$11.84
Papillion Sanitation	01-2-02620-420-000-01	Trash Removal - DO	\$43.11
Papillion Sanitation	01-2-02620-420-001-22	Trash Removal - PHS	\$180.35
Papillion Sanitation	01-2-02620-420-002-11	Trash Removal - SE	\$295.99
Papillion Sanitation	01-2-02620-420-004-12	Trash Removal - WE	\$190.52
Papillion Sanitation	01-2-02620-420-005-21	Trash Removal - PC	\$180.35
Perry,Guthery,Haase & Gessford,P.C.,L.L.O	01-2-02330-317-000-01	Legal Services - Land Transfer Pap-LaV to SPCS	\$75.00
PHS Activity Account	01-2-02410-610-001-22	Black Aluminum Door	\$62.64
PHS Activity Account	01-2-02410-643-001-22	Acrobat Pro DC - PHS	\$15.81
POWER OF ICU	01-2-02410-643-001-22	ICU Database Renewal & Add-ons - PHS	\$2,899.00
Prime Communications, Inc.	01-2-01100-432-000-01	Upload of new certificate to firewall	\$170.00
Quadient Finance USA, Inc.	01-2-02510-531-000-01	Postage	\$500.00
Ralston Public Schools	01-2-02181-561-000-01	Deaf/Hard of Hearing Services	\$2,127.70
Regal Advertising	01-2-02320-890-000-01	Name Plate - Dr. Saunders	\$11.50
Rosser Lawn Care, Inc.	01-2-02630-350-000-01	Lawn Services - Springfield Lot	\$225.00
Rosser Lawn Care, Inc.	01-2-02630-350-001-22	Lawn Services - PHS	\$3,575.00
Rosser Lawn Care, Inc.	01-2-02630-350-002-11	Lawn Services - SE	\$1,000.00
Rosser Lawn Care, Inc.	01-2-02630-350-004-12	Lawn Services - WE	\$1,150.00
S.I.D. #23	01-2-02610-410-004-12	Finance Charge Due to Delayed Board Approval	\$10.00

S.I.D. #23	01-2-02610-410-004-12	WE - Water/Sewer	\$91.00
Satellite Shelters, Inc.	01-2-02620-442-000-01	Portable Classroom Rental - SE	\$1,168.00
Sherwin-Williams Co. (The)	01-2-02620-610-000-01	Paint Supplies	\$350.63
Social Thinking	01-2-01100-610-002-11	The Zones Regulations	\$1,803.12
SPORTS FACILITY MAINTENANCE, LLC	01-2-02620-350-001-22	2021 Bleacher Inspections - PHS	\$1,585.00
SPRINGFIELD ACE	01-2-02620-610-000-01	Forklift Propane	\$34.69
SPRINGFIELD ACE	01-2-02620-610-000-01	Supplies - Key Kwikset - SE	\$14.34
SPRINGFIELD PLATTEVIEW COMMUNITY FOUNDATION	01-2-01100-610-001-22	SimpliFaster VMaxPro VBT Tracker (N. Crouse Grant)	\$411.25
Teaching Strategies	01-2-01291-810-000-10	GOLD ONLINE ASSESSMENT PORTFOLIOS	\$896.25
Unite Private Networks, LLC	01-2-01100-382-000-01	Internet Services - SPCS	\$3,544.75
University of NE-Lincoln (Lincoln)	01-2-01200-810-000-01	MTSS Summit (J. Lucas)	\$25.00
University of NE-Lincoln (Lincoln)	01-2-02210-810-000-01	MTSS Summit (H. Zierott)	\$25.00
Verizon Wireless	01-2-02510-530-000-01	Cellular Phones	\$216.60
Verizon Wireless	01-2-06996-530-000-01	Mobile Hotspots	\$165.22
Vernier Software & Technology	01-2-01100-610-001-22	Magnetic Field Sensor, Microphone, Force Plate, Go Direct Sensor (S. Ortiz)	\$1,194.00
Vernier Software & Technology	01-2-01100-610-001-22	Shipping	\$18.98
Western Trailer Leasing, Inc.	01-2-02610-340-004-12	Trailer Rental - WE (G. Gentile)	\$200.00
Westside Community Schools	01-2-01200-561-000-01	SAWalker 20-21 Qtr 3&4(J. Lucas)	\$7,500.00
Wilson, Leslie A	01-2-02152-333-000-01	Mileage Reimbursement (3-5)	\$110.37
Wilson, Leslie A	01-2-02153-333-000-01	Mileage Reimbursement (0-2)	\$69.16
Windstream	01-2-02510-530-000-01	Phone Service	\$443.05
ZIMCO	01-2-02630-610-000-01	Winning Colors TF Blend	\$858.00
		SUBTOTAL	\$130,073.61

Lunch Account			
Payee	Account Code	Reason	Amount
Cozad Community Schools	06-2-03100-530-000-23	Ovens	\$1,000.00
Greater Omaha Refrigeration	06-2-03100-490-000-23	Walk-in Freezer Repair - PHS	\$204.35
		SUBTOTAL	\$1,204.35

Building #2			
Payee	Account Code	Reason	Amount
A.P.M. ARCHITECTURE, INC.	08-2-04300-340-000-02	Project 19036 - SE Contract / Bond #2 Professional Services (Mileage through 4/30/21)	\$9,286.35
BOYD JONES CONSTRUCTION, CO.	08-2-04500-450-000-02	Bond #2 Westmont	\$824,362.57
BOYD JONES CONSTRUCTION, CO.	08-2-04500-450-000-02	SE BOND CONSTRUCTION SERVICES	\$855,466.79
Olsson	08-2-04500-450-000-02	Project # 021-02803 - SE Inspections and Testing (Through May 8, 2021)	\$5,904.25
Olsson	08-2-04500-450-000-02	Project # 021-03231 - WE Phase II Inspections (Through April 2021)	\$1,586.00
		SUBTOTAL	\$1,696,605.96

Building #1			
Payee	Account Code	Reason	Amount
Olsson	08-2-04700-450-000-01	Professional Services - PHS	\$1,150.00
		SUBTOTAL	\$1,150.00
		Total Expenditures	\$1,829,033.92



Prepared For
BRETT RICHARDS
SO SARY SCHOOL 46

Account Number
XXXX-XXXXX7-21006

Closing Date
06/22/21

Page 3 of 3

Activity Continued

Card Number XXXX-XXXXX7-25023				Reference Code	Amount \$
05/25/21	B & D Pitstop	SPRINGFIELD	NE	85544021145	16.21 ✓
	REF# 85544021145	402-253-8004	05/24/21		
05/25/21	B & D Pitstop	SPRINGFIELD	NE	85544021145	51.76 ✓
	REF# 85544021145	402-253-8004	05/24/21		
05/29/21	ADOBE ACROPRO SUBS A SAN JOSE		CA	33101035400	16.04
	REF# 331010354	ADOBE.LY/ENUS	05/28/21	01-2-01100-643-000-01	
05/29/21	SAMSLUB.COM#6279 62 TEMPLE		TX	43387120000	-1,317.70
	REF# 43387120	888-746-7726	05/28/21	Foundation	Credit
06/02/21	SAMSLUB.COM#6279 62 TEMPLE		TX	43989112000	1,317.70 ✓
	REF# 43989112	888-746-7726	06/01/21	Foundation	
06/04/21	B & D Pitstop	SPRINGFIELD	NE	85544021155	17.52 ✓
	REF# 85544021155	402-253-8004	06/03/21		
06/04/21	B & D Pitstop	SPRINGFIELD	NE	85544021155	94.50 ✓
	REF# 85544021155	402-253-8004	06/03/21		
06/04/21	ADOBE STOCK Adobe Sy SAN JOSE		CA	33170998400	29.99
	REF# 331709984	ADOBE.LY/ENUS	06/03/21	01-2-02560-643-000-01	
06/08/21	B & D Pitstop	SPRINGFIELD	NE	85544021159	73.25 ✓
	REF# 85544021159	402-253-8004	06/07/21		
06/08/21	GODADDY.COM	SCOTTSDALE	AZ	18826647800	899.98
	REF# 1882664780	(480)505-8855	06/08/21	01-2-01100-643-000-01	
	ROC NUMBER 1882664780				
06/10/21	B & D Pitstop	SPRINGFIELD	NE	85544021161	59.45 ✓
	REF# 85544021161	402-253-8004	06/09/21		
06/13/21	B & D Pitstop	SPRINGFIELD	NE	85544021164	67.56 ✓
	REF# 85544021164	402-253-8004	06/11/21		
06/20/21	SHOPKEEP.COM INC.	800-820-9814	NY	85426231171	2,228.16
	REF# 854262311	P-01690033 167559	06/20/21	01-2-02410-810-001-22	
	ROC NUMBER 8542623117170001			Annual Renewal	
06/22/21	B & D Pitstop	SPRINGFIELD	NE	85544021173	72.35 ✓
	REF# 85544021173	402-253-8004	06/21/21		

001597 2/2

Total for BRETT A. RICHARDS

New Charges/Other Debits 4,944.47
 Payments/Other Credits -1,317.70

01-2-02650-626-000-01 \$452.60

01-2-02700-

3792



P.O. BOX 1507, GRAND ISLAND, NE 68802-1507

Address Service Requested



ACCOUNT:
DOCUMENTS:

XXXXXX7773
0

PAGE: 1
06/30/2021



5623 1 AB 0.428 22



SARPY COUNTY SCHOOL DIST 0046
14801 S 108TH ST
SPRINGFIELD, NE 68059-4925

1-5PTS-DDAs-03 210702
001-001-005623 000193802

Business Checking ACCOUNT XXXXXX7773

AVG AVAILABLE BALANCE	21,642.42	LAST STATEMENT 05/28/21	21,642.42
AVERAGE BALANCE	21,642.42	CREDITS	.00
		DEBITS	.00
		THIS STATEMENT 06/30/21	21,642.42
- END OF STATEMENT -			

Springfield Platteview Community Schools

Elementary Student & Parent Handbook 2021-2022



Westmont Elementary School
13210 Glenn Street
Omaha, NE 68138
(402)895-9602



SPRINGFIELD
ELEMENTARY SCHOOL

Springfield Elementary School
765 Main Street
Springfield, NE 68059
(402) 253-2245

Springfield Platteview Community Schools

Board of Education

Mrs. Lisa Roseland, President
Mr. Brian Osborn, Vice President
Mr. Brian Wichman, Secretary

Mr. Kyle Fisher
Mrs. Brenda Guenther
Mrs. Cori Swanson

Administrative Office

District Administrative Offices
14801 South 108th Street
P.O. Box 365
Springfield, NE 68059
402-592-1300

Dr. Ryan Saunders
Mrs. Nichole Baugh
Mrs. Jacci Lucas
Mr. Frank Staskiewicz, Jr.
Mrs. Heidi Zierott

Superintendent
Director of Public Relations
Director of Special Services
Director of Technology
Director of Learning

Elementary Schools

Springfield Elementary

765 Main Street
Springfield, NE 68059
402-253-2245
Dr. Kaela Heneger, Principal

Westmont Elementary

13210 Glenn Street
Omaha, NE 68138
402-895-9602
Mrs. Melissa Hasty, Principal

Secondary Schools

Platteview Central Junior High

108th & Platteview Road
Springfield, NE 68059
402-339-5052
Mr. Darin Johnson, Principal

Platteview Senior High

108th & Platteview Road
Springfield, NE 68059
402- 339-3606
Mr. Ron Alexander, Principal
Mr. Mike McLaughlin, Assistant Principal

Springfield Platteview Community Schools

Mission Statement

The mission of Springfield Platteview Community Schools is to ensure that all students acquire the college and career ready skills and behaviors necessary for each student to succeed now and into his/her future.

21st century skills and behaviors are defined as follows:

Core Knowledge/Literacy (Essential Learning Proficiency (Standards); Global Literacy; Financial and Economic Literacy; Civic Literacy; Health and Wellness Literacy, Beginning Career Knowledge)

Higher Level Thinking Skills(Problem Solving; Decision Making; Making Inferences; Application; Synthesis and Creativity/ Innovation; and Analysis and Evaluation)

Communications Literacy (Communications and Information Technology; Reading/Writing/Speaking/Listening Proficiency; Collaboration; and Research)

Life Skills (Ethics; Responsibility and Personal Productivity; Self-Reflection and Direction; Social Responsibility; Leadership; and Adaptability)

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SCHOOL DAY

Arrival and Dismissal Times

Westmont Elementary	Springfield Elementary
Monday: <ul style="list-style-type: none">● 9:00 Students enter the building● 9:10 Tardy bell rings● 3:05 Kindergarten dismiss● 3:10 1st-6th Grade dismiss	Monday: <ul style="list-style-type: none">● 9:10 Students enter the building● 9:20 Tardy bell rings● 3:20 K-6th Grade dismiss
Tuesday-Friday: <ul style="list-style-type: none">● 8:00 Students enter the building● 8:10 Tardy bell rings● 3:05 Kindergarten dismiss● 3:10 1st-6th Grade dismiss	Tuesday-Friday: <ul style="list-style-type: none">● 8:10 Students enter the building● 8:20 Tardy bell rings● 3:15 Kindergarten dismiss● 3:20 1st-6th Grade dismiss
Breakfast Served: <ul style="list-style-type: none">● Monday 8:45-9:05● Tuesday- Friday 7:45-8:05	Breakfast Served: <ul style="list-style-type: none">● Monday 8:45-9:15● Tuesday- Friday 7:45-8:15

We would appreciate your cooperation on this arrival time. There is no supervision for students before 7:45 a.m. as teachers are preparing for the school day. We encourage students to arrive no earlier than 8:00 a.m. unless the student is eating breakfast. Students should enter the building through their designated door.

Attendance

It is our goal to have every student in school as many school days as possible and to work with parents and guardians to help students understand the importance of being in school. Students may be excused for illness, or if parents request, the student may miss school for a family emergency or special family need. We encourage students who are not feeling well or are running a fever to stay home and get healthy.

Parents and guardians are asked to call the school office by 9:00 a.m. if a student will be absent. Please include the reason so that we can properly document the absences. As a building we keep track of the illnesses that are affecting our students, so we are better able to respond to students' needs. Students may also be excused from school to participate in a school approved activity. Unless the school is notified, a call will be made to the student's home or parents' place of work to verify the absence.

Students not in class on time will be counted as tardy. Many times parents do not know that their child has been tardy to school, parents will be notified after 5 tardies and if deemed necessary a conference may be requested after 10 tardies. We hope that by keeping you informed, we can work together to help your child get to school on time.

Before and After-School Care

Springfield Platteview Educational Foundation is proud to offer a before and after school program for K-6 students at both Springfield Elementary School and Westmont Elementary. If you are interested in the program and have additional questions, please contact Kids Care program director Katrin Bishop at kidscares@springfieldplatteview.org or 402-657-8125.

Birthday Treats/Prizes/Invitations

Bringing birthday treats or prizes is optional for parents/students. We request that any foods offered on the school campus meet or exceed the USDA Smart Snacks in School nutrition standards. This includes school lunches and treats brought in or sent to school by parents or guardians. All treats and prizes must be approved by the classroom teacher or building administration in advance. We are asking parents to choose snacks that meet the USDA Smart Snacks in school nutrition standards. The District will provide or make available to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards and provide a [list of alternative ways to celebrate children](#) to be used as guidelines and resources when deciding how to celebrate your child's birthday.

The most convenient birthday treats are healthy, easy to hand out, do not require refrigeration, and are easy to clean up. If you choose to provide a treat, please provide the teacher with any serving items necessary to distribute the treats such as spatulas, eating utensils, plates, bowls, napkins, etc.

If you are having a birthday party for your child, please mail the invitations or phone parents unless you are inviting the whole class (all the boys or all the girls is also acceptable). This is intended to help avoid hurt feelings on the part of anyone in the class who may not be invited to the party. It also keeps distractions from learning to a minimum.

Controlled Access Entry

All visitors will have to be buzzed in during school hours. Building doors will be locked at the start time of each of the school days. To enter any of the buildings, visitors will have to identify themselves to a secretary or other designated staff member who will have to grant them access. Once inside, all visitors must adhere to the following procedure: Upon entering the building, all parents and visitors are asked to sign in at the office and wear a visitor badge for the duration of their visit. Visitors are asked to check out at the conclusion of their visit.

Dismissal and Pick Up of Students

Students should go directly home or to a school sanctioned activity after dismissal. Students should not play on school grounds after school unless supervised by a parent. Please talk with your child(ren) about their dismissal plans prior to leaving for school. Parents should call the office before 2:00 p.m. if there is a change in pick up routine for the child. The office will notify the child's teacher. Students who are not picked up 10 minutes after dismissal should go to the office to call parents and/or wait for parents. It is important that all adults serve as good role models for safety. Please utilize the marked crosswalk and safety patrol personnel while crossing streets and driveways.

Westmont Elementary (additional dismissal & pick up procedures)

- Parents have a few options for pick up and drop off. Parents can use the car lane in the front loop, park in one of the designated parking spots in the front loop, or pick a designated location on Richland Drive where students can walk out to your car. If you choose to use the loop and your child is not outside at the time you pass through, a second trip through the drive may be necessary to keep the traffic flowing. When you see your student, please pull your car as far forward in the loop as you can get and over to the side. Please have them enter/exit your car on the curbside of the car for their safety.
- We respectfully ask you not to park your car in the loop at any time. If you need to leave your car, please park in the designated spots or on Richland Drive.
- Kindergarten and first grade students will be walked out of the building by staff for pick-up. Each parent is asked to complete a form indicating the child's after-school plan. Parents should keep the teachers informed of this plan or any deviation in routine.

Springfield Elementary (additional dismissal & pick up procedures)

- Each grade level is assigned a door to enter and exit the building. When students arrive they should line up at their assigned door until 8:10 when the bell rings (if eating breakfast students may use Door A and go directly to the gym to eat). When leaving, at the end of the day, students need to check out with school staff assigned to the designated door.

- **Grade Level Door Assignments:**

Grade Level	Door	Grade Level	Door
Kindergarten	Door A (Main Door)	4th Grade	Door J (North Center)
1st Grade	Door A (Main Door)	5th Grade	Door I (NW Door)
2nd Grade	Door B (by portable)	6th Grade	Door J (North Center)
3rd Grade	Door I (NW Door)		

- Each family will be assigned a family pick-up tag number. The tag needs to be displayed in the car's front or passenger side window or maybe held by a parent waiting. As a student's number is displayed (either in a car or by an adult holding the tag), a staff member will notify the classroom(s) that "Example Family's" ride has arrived by putting the tag number into our system. The students will then be dismissed to leave out their assigned door (see above). Students will then check out with the dismissal staff when they leave the building. This allows us to document and track students' whereabouts as they leave the building.
- The drive directly in front of the school has two lanes. Parking is limited in the narrow drive and only allowed on the north side of the drive. The south lane is designated as a

drive-through lane for loading and unloading students. This lane needs to remain open with traffic moving.

- Please drive as far forward as possible when picking up or dropping off students. This could be east of the crosswalk. If your child is not outside at the time you pass through, a second trip through the drive may be necessary to keep the traffic flowing. To ease traffic congestion directly in front of the school, parents may elect to meet their child(ren) at a designated location off school grounds. Please do not stop on Main Street to load or unload children. The safety of the children is our primary concern.
- At the end of the day school busses will be parked on the far east side of the private drive loading students.

Lost and Found

To help prevent lost articles, put your child's name on his/her belongings. If an article belonging to your child is missing, he/she should look in the lost and found area/box. **Students are asked not to bring expensive or fragile possessions to school.** It is important for the school and home to stress to our children the importance of being responsible with one's personal belongings. Please know that the school cannot be responsible for lost, stolen, or broken personal items.

Lunch Procedures

All foods offered on the school campus should meet or exceed the USDA Smart Snacks in School nutrition standards. This includes school lunches, treats brought in by parents or celebrations. Please refer to the guidelines as you plan to join your student for lunch at school.

Students may choose to eat a hot lunch at school or bring a cold lunch.

1. If a child wants a hot lunch he/she may:
 - a. bring cash or check (\$2.95 per meal)
 - b. deposit money in [e-Funds Account](#)
 - c. purchase an extra milk (\$.60) cash or use e-Funds account.
2. If using the [e-Funds account system](#), please check regularly to be sure adequate money is in the account. Each child will receive a note to bring home and the parents will receive an e-mail when accounts grow close to negative or become negative.
3. Parents may apply for free or reduced cost lunch for their child. [Free or Reduced Lunch Applications](#) are available online at springfieldplatteview.org. Please complete a new application available at the beginning of each year. Paper applications are available for families to complete or pick up at the district office or at Westmont/Springfield Elementary Office. (Eligibility for the free/reduced lunch program is determined by federal guidelines.)
4. Parents may attend the lunch with their child at any time, and are encouraged to let the office know by 9:30 a.m. if purchasing a hot lunch. An adult meals breakfast \$2.00 and lunch \$3.50.

If you are planning to join us for lunch you are welcome to order lunch through the cafeteria or bring your own meal. When bringing your own lunch or bringing lunch for your child we are asking you to bring healthy items that meet the federal guidelines for healthy snacks or meals. Due to health concerns and diet restrictions you are only allowed to bring in food for your child. Please do not bring it for other students. It is important that any food brought into school meets

health standards and is encouraging students to make healthy choices. If you choose to bring your lunch, we would ask you to bring your lunch in an unmarked container/bag so as not to advertise or promote an outside company. This request is due to Federal Lunch Program Guidelines. Those guidelines prohibit the advertising or encouragement of competition for the federally subsidized lunch program. Thank you for understanding. We look forward to you joining us for lunch.

School Breakfast Program

Westmont and Springfield Elementary Schools offer an optional before-school breakfast program. Breakfast is served at 7:45 a.m. each morning. The cost of breakfast is \$1.75. Children of families whose income falls within federal guidelines may eat breakfast at a cost of \$.40 (reduced) or free.

Lunch Account

E-Funds is the name of our online cafeteria cash register system. With this cash register system, a student will deposit money in their account which is accessed by a four-digit number on a keypad. If your child is returning to our school or has been in another SPCS school, they will have the same number as last year. It is very important your child learns their number so they can enter it on the keypad on the first day of school. Money in the account at the end of the school year will roll over into the next year. If you have questions in regard to your account please call the school office for assistance.

Physical Education

Students should wear tennis shoes for participation in physical education classes. Students are not allowed to wear anything that may cause injury to themselves or to their classmates. All students will be expected to participate in physical education classes. A written note from the child's physician should be provided in order to excuse a child from participating in physical education classes.

SAFETY

Abuse and Neglect Reporting Procedures

Nebraska Child Abuse Reporting Law, State Statute 28-711, includes the following: When any physician, medical institution, nurse, school employee, social worker, or any other person has reasonable cause to believe that a child or an incompetent or disabled person has been subjected to conditions or circumstances which reasonably would result in abuse or neglect, he or she shall report such incident or cause a report to be made to the proper law enforcement agency or to the department. Such report may be made orally by telephone, with the caller giving his or her name and address, and shall be followed by a written report, and to the extent available all contain the address of the person or persons having custody of the abused or neglected person, the nature and extent of the abuse or neglect, or the conditions and circumstances which would reasonably result in such abuse or neglect, and evidence of previous abuse or neglect including the nature and extent, and other information which, in the opinion of the person, might be helpful in establishing the cause of such abuse or neglect and the identity of the perpetrators.

Arrival and Dismissal Safety Practices

To provide safety for the pedestrian and the driver, your cooperation in helping your child observe the following rules will be appreciated:

1. Parents are encouraged to plan with their children the shortest and safest route to/from school.
2. Students should cross streets using the proper crosswalks.
3. Parents should instruct their children to cross at corners or areas where school crossing signs are posted and should assist students in understanding safety procedures.
4. If students are transported by motor vehicle to school, we suggest that you follow the procedure outlined below:
 - a. Instruct your child to enter and leave your vehicle from the curbside. Never enter or leave on the street side of a vehicle. A serious accident could result from a child darting across the street or coming out between two parked cars.
 - b. If you choose to meet your child along streets not adjacent to the school, instruct your child to use proper crosswalks or to cross at the proper intersection.
 - c. Please do not drop off students in the parking lot.

Behaviors That Lead to Success

Behaviors that lead to success tell us what we can do to become good school citizens. These rules are written to keep us safe in our schools and protect the rights of all students.

Students who are responsible:

- A. Follow directions given by any school staff member. They speak to and treat school staff respectfully.
- B. Solve problems peacefully. They do not fight, threaten, “Put down” others, or force others to do what they don’t want to do.
- C. Respect the property of others. They do not take or break things that belong to the school or others.
- D. Care about how others feel. They do not hurt or try to hurt others.

- E. Treat others fairly. They do not bully or force a student to give them money or valuables.
- F. Help keep the school a safe place. They do not bring weapons, or items that resemble weapons, of any kind to school.
- G. Care about themselves. They follow the laws and do not have, sell or use tobacco, alcohol, inhalants, other drugs or any imitations of these.
- H. Know that it is important to be in school every day. They are not truant.
- I. Arrive at school on time. They are not tardy.
- J. Use language that is respectful of all people. They do not use offensive gestures, profanity, or “put down” people because of their race, religion, gender or ethnic background.
- K. Act in a way that makes others feel comfortable at school. They follow the rules of public decency.
- L. Help make school a good place to learn. They do not repeatedly break the rules of the classroom, playground, lunchroom and school.
- M. Are good citizens. They follow the laws of our state and nation.
- N. Dress properly for school. They do not wear clothing that is unsafe, that offends or that distracts the learning of others.
- O. Help keep buses safe for everyone. They follow school bus rules. All school rules apply while students are being transported to and from school or a school activity.
- P. Respect their own bodies and the privacy of others. They do not touch others inappropriately.

Springfield Platteview Elementary Rules

• BE SAFE • BE RESPONSIBLE • BE RESPECTFUL

Be Safe

Keep their bodies and objects to themselves. Always walk in the building.

Be Responsible

Follow the directions of all adults the first time. Take good care of all property. Listen actively and be ready to learn. Do your personal best.

Be Respectful

Use appropriate language and tone of voice. Treat everyone as you would like to be treated.
No bullying.

Students and staff are asked to follow this guideline: Treat everyone as you would like to be treated. We believe in holding children accountable for behavior by allowing consequences that teach children appropriate behavior. Children are given opportunities to think about their behavior and make good decisions. We encourage students to manage their own behavior by not making problems for themselves or others. Good social skills are equally important for strong academic development. The following social skills are taught throughout the year in all classrooms. Parents are urged to practice these skills with their children at home as well.

- 1) How to greet someone.
- 2) How to follow instructions.
- 3) How to accept criticism.
- 4) How to accept no for an answer.
- 5) How to get the teacher’s attention. (Asking permission)
- 6) How to make a request.

- 7) How to disagree appropriately.
- 8) How to give negative feedback.
- 9) How to resist peer pressure (or say no).
- 10) How to apologize.
- 11) How to engage in a conversation.
- 12) How to give a compliment.
- 13) How to accept a compliment.
- 14) How to volunteer.
- 15) How to report peer behavior.
- 16) How to introduce yourself.

Bicycles, Skateboards, Rollerblades, and Scooters

Parents should use their judgment concerning the capabilities of their children to handle a bicycle and the traffic in which the child will have to ride. Bikes, skateboards, rollerblades, and scooters must be walked on and off the school grounds on the sidewalks. Bicycle racks are provided for bikes to be parked during the school day. We recommend your child lock the bicycle while in the rack.

Rollerblades, scooters, skateboards, and shoes with wheels are not to be used on school grounds. If your child has any of these items, they must be taken off and carried once they arrive on school grounds. Storing these items during the school day is a concern. Students are responsible for storing their own items within the personal space allotted in the classroom or locker area.

Bullying

SPCS is proactive in educating all students with good social skills and behaviors through our counseling courses, all school assemblies, and programming. Bullying is not acceptable and will be dealt with on a case-by-case basis under the code of conduct policies and procedures outlined within this handbook.

Bullying is any unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or highly likely to be repeated. Behaviors could be verbal, physical, or relational. Bullying can include: making threats, spreading rumors, attacking someone physically or verbally, or excluding someone on purpose.

Cell Phones and Smart Watches (Student's)

If parents want students to have cell devices for after school communication, the cellular device must be turned off during the school day. Each teacher will designate a safe place to store cellular devices within the classroom. All devices need to be stored and out of sight from the late bell (Westmont 8:10, Springfield 8:20) until the dismissal bell (Westmont 3:10, Springfield 3:20). Students may pick up their device at the end of the day. Students are not to use their cellular device throughout the day. Any unauthorized or inappropriate use of a cellular device during the day, will be cause for a teacher to store the phone in the office. On the first offense, the student will pick up the phone in the office after the bell rings with a warning. The second offense, the student will come to the office and call their parents (on the school phone) to explain that the phone was taken away and why before the phone is returned to the student at the end of

the day. The third offense, the device will be stored in the office until parents can come and pick up the student's device. Additional consequences may be put in place as needed.

Copyright and Fair Use Policy

It is the intent of the SPCS to adhere to the provisions of the U.S. Copyright Law (Title 17). All students and staff are prohibited from copying or transmitting materials not specifically allowed by fair use, copyright law, licenses or contractual agreements or permission. The SPCS disapproves of unauthorized duplication in any form. Anyone who willfully disregards copyright policy is in violation and assumes all responsibility.

Custodial/Non-Custodial Parents

It is a goal of SPCS to foster and facilitate parental information about, and involvement in, the education of their children. Divorced and separated parents maintain all parental rights with their children unless altered by a court order.

If parental rights have been changed, the school administration must have access to a copy of the court order stipulating those changes. School officials will follow the directives stated in the order and in other such directives regarding access to the child as provided by the parent having legal custody. With regard to visiting children during school hours, attempts will be made to accommodate both parents. However, in cases of concern and dispute between parents, the most recent court order on file with the school will be followed. Parents are responsible for providing a copy of court orders to the office of the principal. Parents are asked to resolve issues of child visitation at school outside of the school setting.

Occasionally, information will be mailed using the parent name and address provided at the time of enrollment. If a non-custodial parent or parent with joint custody wants information from school it is essential that you update/fill out the online verification through the district. If you have any questions or concerns, please notify the office.

Emergency Protocol

In the interest of creating the safest environment possible for all our students and staff, Springfield Platteview Public Schools has adopted a consistent district-wide vocabulary, protocol and practice for defining our response to various school incidents. The ability to effectively respond to natural or manmade emergencies and disasters is an essential component of any emergency operations/response plan in our schools – and a critical ingredient in the safe school recipe is the uniform classroom response to an incident at school. Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

SPCS has expanded the school district's safety program to include what is called the Standard Response Protocol. The premise is simple. There are now four specific actions that can be performed during a critical incident: Secure (secure the perimeter), Lockdown (locks, lights, out of sight), Evacuate (to the announced location) and Shelter (using announced type and method). By standardizing the vocabulary, all stakeholders can understand the response and status of an event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes a simpler process to train and drill. For first

responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents and community members can easily understand the practices and can reinforce the protocol. Springfield Platteview Community Schools utilized the School Messenger to communicate any emergency and other pertinent information.

Emergency Protocol Drills (Fire, Intruder, and Tornado)

All schools have periodic drills so students know what to do in case of emergency, fire, or tornado in order to be safe. The safety of students is a top priority. All schools cooperate with the local authorities to make sure the most effective safety procedures are followed.

Field Trips

Field trips provide students with opportunities to learn about our community and more in-depth about an area of study. School buses are primarily used to transport students on field trips. Students will ride to field trips with their classmates on school sponsored transportation. If a parent wants to have their child ride home with them from a school sponsored trip they must fill out a release form. Teachers and sponsors will have release forms with them. Parents/Guardians are asked to sign a form at the beginning of the school year giving permission for students to participate in field trips throughout the school year. Parents will be notified before each field trip as to the destination, date, and time of the trip. Students are expected to demonstrate appropriate conduct, as a basis for participation on field trips.

Nuisance Items

Schools are not equipped to handle the security of personal items of value, items such as hand-held computer games, sporting equipment, sporting apparel, electronic devices, trading cards, toys, etc. are not to be brought to school. If items of this nature do come to school, they may upon the request of teachers or administrators be stored in the office or parents may be contacted to pick them up. SPCS does not provide insurance for personal items nor is it responsible for lost or stolen items or money.

We discourage students from bringing electronic devices to school. If brought it is the student's responsibility to secure and must be turned off during the school day.

Knives, or any other item that might be considered a weapon are strictly prohibited and should NEVER be brought to school.

According to state law, school personnel have the right at any time to search desks, school space assigned to students, or other school property such as computers or iPads. Student's personal belongings can be searched if there is reasonable suspicion of evidence of a rule or criminal violation.

Playground/Outside

When weather permits, every attempt will be made to use the playground for recess. If children are not well enough to play outside, they are usually not well enough to be in school. Unless a physician's excuse has been obtained, a note from a parent is required if a child is to remain indoors during recess. The note should state the reason for the request.

Students are encouraged to dress appropriately for the weather. During wet, snowy weather, students not adequately attired for the conditions (outdoor boots, snow pants, etc.) will be asked to remain on the hard surfaced play area for recess.

We will be going outside for recess or lining up in the morning outside if the temperature (actual, feels like, and wind chill) is **above 10 degrees**.

- Precipitation may cause us to stay indoors even if the temperature is above 10 degrees.
- Boots, snow pants, and a pair of dry shoes to change into are required for any student wishing to leave the blacktop area when snow is present.
- When the temperature drops students may be asked to add an additional layer of clothing to what they are wearing while in the building. (Coats, hats, and gloves are the best attire to keep students' skin covered while playing outside.)

Student Appearance

It is everyone's responsibility to promote a school atmosphere in which all SPCS students make the most of their learning opportunities. Students are asked to dress comfortably and appropriately for the weather, and are reminded that items which disrupt the learning environment, including inappropriate clothing, will not be permitted. If a student's dress results in a disruption to the educational process, parents will be notified and a change of clothing required, or disruptive item removed.

Students 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 student's health and safety or to the health and safety of others.
- distracting or indecent to the extent that it interferes with the learning and teaching process.

The following are examples of attire that are not 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:

- Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or would encourage "horse-play," or that exhibits beer, alcohol, tobacco, illegal drugs, obscene or lewd words or images that carry double meanings.
- Headwear including hats, caps, bandanas, hoods, and scarves (except during designated times or for religious reasons).
- Clothing that shows an inappropriate amount of bare skin or underwear (no "sagging" pants).
- Students may color their hair or wear their hair however they choose. If their hair color or style becomes a distraction to the learning environment, they will be asked to change it.

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 administration 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 administration for approval.

Student Rights, Conduct, Rules & Regulations and Responsibilities

The SPCS has established rights and responsibilities of students. The rights and responsibilities are designed to assure that students have the best opportunity possible to learn in a safe, clean environment without disruption. Please review the rights and responsibilities with your child.

These responsibilities, rights, rules, and standards apply to behavior within the school building and school grounds whether curricular or extracurricular activity. They also apply to any school function or event whether on or off 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/her designee, or at a school-sponsored activity.

The following is an elementary school version of the rights and responsibilities of students. It is written to help students understand responsible behavior. Students who are not responsible and break these rules may have a consequence which could range from a simple time-out or loss of recess to a possible in school or out of school suspension. Our staff will focus on building problem solving skills with students, communication with parents, and helping students grow in their ability to interact with others appropriately.

Technology & Network Use Guidelines

At the beginning of each year, parents/guardians will receive an agreement form(s) that address technology networking usage through the online verification system. These forms must be signed and submitted prior to students using any school issued technology. These forms are included in the online verification system.

Textbook, Material, and Technology Fines/Fees

It is the responsibility of each student to give proper care to instructional equipment, materials, and supplies. Where carelessness leads to destruction or loss of equipment or materials beyond normal use, the student and parent should make appropriate restitution.

A fee must be paid in order for students to check out an iPad from Springfield Platteview Community Schools as part of our 1:1 iPad Initiative. If the parent does not want their student to check out the iPad and have 24/7 use, the iPad must be returned to the school's media center at the end of each school day. **The current fee is \$20 annually. This fee is applicable for one academic school year.**

Coverage Table: The fee covers anything not covered by the AppleCare warranty program:

Claims	With Fee	Without Fee		Additional Items	Replacement Cost
Lost or Stolen iPad	\$300	\$350 (full replacement cost)		Sync Cable Only	\$10

Non-Repairable or Destroyed iPads	\$50	\$350 (full replacement cost)		Puck (Plug-In)	\$10
Cracked iPad Screen (Remains Usable)	\$30	\$350 (full replacement cost)		Puck and Sync Cable	\$20
iPads Repairs	covered	50% of total repair bill		School Issued Case (K-3)	\$20
				School Issued Case (4-12)	\$30

SUPPORT SERVICES

Allergies

Due to the increasing number of students with allergies to certain foods, animals, or other materials, parents must get approval from the classroom teacher or building administration prior to bringing in any snack, treats, or pets into the building. The administration has the authority to restrict any foods, pets, or items allowed into the building if they believe the risk to other students warrants such restrictions.

If your child has an allergy or health concern, please set up an appointment to meet with our school district nurse and turn in the appropriate paperwork. The safety and health of our students is our utmost concern. Having their action plans on file helps us care for their individual needs.

Child Find Notice

The Early Development Network (EDN) serves children ages birth through two years of age who qualify for special education services according to Nebraska State Guidelines (Rule 52). Services are provided at no cost to the family, are provided in the child's natural environment (e.g. home, childcare) and are confidential. Childcare and preschool providers can make a referral to EDN, but the parent ultimately has to consent to proceed with any screenings or evaluations. Early interventionists use a coaching model to build the capacity of the caregiver and enhance the child's developmental learning opportunities in their natural environment. These learning opportunities and strategies are designed to be a natural part of the child's daily routine.

If a child is between the ages of three and five, the family can contact their local school district directly to inquire about support and services. All Nebraska school districts are obligated to provide services beginning at birth for children who meet eligibility criteria and demonstrate a need for early intervention. To make a referral call 1-800-593-3198. Also, the local EDN's number is 402-597-4936. To make a referral specifically for a family in the Springfield Platteview Community School District, please call Jacci Lucas at 402-592-1300.

Counseling Services

SPCS is proud to be able to offer elementary counseling service. Our counselor provides classroom lessons to help students see the many ways social skills can be used to communicate more effectively. The school counselor is also available for private counseling for any student needing his/her assistance. Parents/guardians are welcome to call the counselor directly to answer any questions you might have in this area of development.

Gifts

Giving gifts by children to school personnel is not encouraged.

Health, Accidents, Illnesses, and Medications

The health of all students is one of our primary concerns. We encourage children to be in regular attendance at school. However, if a child has signs of illness such as vomiting or fever over 100 degrees within the last 24 hours, he/she should probably stay home. Parents are required to contact the school office by 9:00 a.m. to report the child's illness or absence. All children are

expected to participate in recess and outdoor activities unless they have a signed excuse from their parents.

Since accidents can occur even though reasonable precautions are taken, we require an immediate and complete report of injury. If a child is injured or becomes ill while at school, the school will make every effort to notify the parent or person to be contacted in case of an emergency. No child will be sent home unless contact is made with the parent or guardian. In the case of an accident or illness of a serious nature, a rescue unit will be called immediately.

The school district provides a school nurse who has various hours in each of the schools. She is, however, on-call to any building at any time during school hours.

If over-the-counter (OTC) medication is needed at school, please provide a written consent form signed by the parent/guardian for the medication with detailed directions for administering with a start and stop date. If you would like to have OTC medication left at school for the year, please have a physician send a prescription for that medication. All medication must be in the original bottle and properly labeled.

If prescription medication is needed at school, please provide a written consent form signed by the parent/guardian with a prescription from the doctor. Bring the medication in the original prescription bottle, properly labeled by a registered pharmacist as prescribed by law. Prescription medication is to be brought in by an adult and picked up by an adult.

Physical examination by a physician, physician assistant, or advanced practice registered nurse-nurse practitioner within the sixth months prior to the entrance of a child into the beginner-grade and the seventh grade, or in the care of a transfer from out of state, to any other grade of the local school is required. Either a completed, signed, and dated physical exam report, or a printed or typewritten form signed by a qualified examiner indicating that a physical examination was administered on a specific date within the previous sixth month period on a specifically named individual, provided to the school by the parent, guardian, constitutes sufficient evidence of compliance.

During the first quarter of each school year, health screenings will be conducted as per the Department of Health and Human Services minimum requirements per grade. The screening may consist of all or some of the following: hearing, vision, dental, height, and weight. Parents/Guardians shall be notified in writing of any concerns and encouraged to seek a professional evaluation. If a Parent/Guardian wishes to refuse school health screening they must submit a written statement(s) from a qualified examiner annually that the child has received the minimum required screenings within the previous six months and there are no concerns, or the child will be screened at school.

Pets at School

Pets are an important part of many students' lives and can provide many good learning experiences. The school administration must approve a visit by a pet in advance. Pets should be brought for a school visit by a parent or guardian and in suitable carriers. The administration will ask for verification that the pet is up to date on vaccinations. (See Allergies)

Smoke-Free Environment

The use of tobacco products is prohibited in all school buildings and all school vehicles. Smoking shall also be prohibited in any area where school staff, students or members of the public may be present or may be affected by the smoke, including without limitation the stands and bleachers of outdoor athletic fields and near the entry of school buildings. For purposes of this policy, tobacco means any tobacco product (including but not limited to cigarettes, cigars and chewing tobacco), vapor products (such as e-cigarettes, non-medical, and other vapor dispensers - regardless whether such products contain nicotine), alternative nicotine products, look-alike tobacco products, and products intended to replicate tobacco products either by appearance or effect.

HOME/SCHOOL COMMUNICATION

Change of Address, Phone Numbers, Work, etc.

Parents are requested to notify the school office staff whenever there is an address, a home telephone or work telephone number change. Also, please report any changes in emergency numbers. This information is vital for the safety and well-being of your child if an emergency occurs. It is imperative that the school be able to contact you in case of emergency or illness. Parents are now able and encouraged to update this information online throughout the year on Parent Web. The Parent Web link found on our district website www.springfieldplatteview.org. In order to receive emergency information or important notices from the district please opt into receiving communication through [School Messenger](#)

Communicating Student Progress

Report cards and progress reports will be sent home throughout the school year. Although teacher conferences with parents are scheduled twice a year, parents with questions about their child's academic progress should feel free to contact the teacher through email or by phone before or after the school day. If you wish to meet with a staff member in person, please schedule those appointments in advance.

Homework

Homework refers to the tasks that a student is given to do on his/her own time after school hours. A student should experience a regularly scheduled time at home, free of distractions or interruptions where he/she can develop self-discipline and individual responsibility for learning. The type of home study assigned will be appropriate for the developmental and instructional level of the student. When students are not assigned specific homework practice, it would be beneficial for them to read a book, practice spelling words, or math facts, or write a story.

At the beginning of the year, classroom teachers will send home homework expectations appropriate to the age of the students.

Make-up Work

We appreciate parents'/guardians' conscientious regard for picking up homework for their child.

- If your child will be absent only one day, work may be made up or taken home upon return to school.
- If your child will be absent for an extended period of time, please contact the classroom teacher to plan for the completion of work. Students receive a minimum of one day for each day missed to complete make-up work.

Please call the school in the morning to request homework to be picked up after school.

Parent Concern Procedure

If parents have a concern regarding a situation in their child's school, as outlined by the Board of Education policy, they should first contact the student's teacher to discuss the problem and possible solutions. Teachers are available for telephone calls between 7:55 a.m. - 8:05 a.m. and 3:15 p.m. - 3:25 p.m. If the matter cannot be resolved, the parent should then request a conference with the building administration. If the parent still believes their concern has not received favorable consideration, they may appeal to the Superintendent of Schools and Board of Education.

Parent/Teacher Conferences

Parent/teacher conferences are held twice a year; once during the first semester and once during the second semester. Conferences are opportunities for parents and teachers to discuss progress, strengths, and areas for improvement in each child. Please note, we will only be able to provide one conference time per child. Having both parents or guardians present at the same conference ensures that each of you hear the same information at the same time. Multiple conferences for non-custodial family members is strongly discouraged unless a court order prohibits parent contact. Parents are encouraged at any time to contact their child's teacher(s) in the event of questions or concerns about their child's progress.

Parent-Teacher Organizations

The Parent/Teacher Organization (PTO) is organized to foster a better understanding and cooperation between the home and school. Since its beginning, the PTO has been giving its support to our schools in many ways. Parents are urged to participate and support this excellent organization. Information concerning your school's PTO scheduled activities is published throughout the year within our school's newsletters.

School News

Announcements are published in the school Newsletter and Website. To access the website enter <http://springfieldplatteviewcs.schoolinsites.com/>, click on Schools and Westmont/Springfield Elementary. The newsletters will be published throughout the year and will be available both online and sent through email. Another way that we will be sharing school updates and news will be through our schools' official Twitter accounts and Facebook Pages. The links to these accounts are on the websites. Please check your child's weekly Friday folder for news items.

Student Placement

All teachers work as a professional learning community at SPCS. As a team we collaborate about all students in their grade levels to discuss the best approaches to meet the needs of the students academically, behaviorally, socially, and emotionally. Many components are considered when

developing a class list. The teachers at each grade level, specialists, and building administration begin building class lists for the next year using the following criteria:

- Gender Ratio
- Academic Needs
- Learning Styles
- Classroom Dynamics (behavior, social, emotional, and personality considerations among students)

A great deal of thought and effort goes into making these class lists. Granting every request would undo the long process that has been carefully put together and jeopardize the integrity of that work. In addition, children need to work in and with a variety of circumstances now and in the future, both in terms of personnel and environment.

If you feel you have some circumstances that you feel you must address, please do the following:

- Make a formal request in writing addressing your child's learning style and the type, not the name, of the teacher that would benefit your child.
- If there has been a request made in a previous year that still applies, such as not placing your child with another particular student, please make sure we are aware of the necessary details again, for placement.

The building administration has the final say when developing a class list. We appreciate your understanding of the process, and we look forward to another terrific school year.

Student Use of Telephone

Parents who need to contact or visit with their child during the school day will be asked to leave their message with the secretaries. Families should make arrangements for after-school pick up prior to each day so as to eliminate the need to use the telephone after school. Permission for student's use of the phone will be determined by staff.

Visitors

Parents or legal guardians are encouraged to visit the school. All visits including lunch and classroom visits need to be arranged with and are at the discretion of the administration. All visitors will check-in at the main entrance. Office staff will issue a nametag to assure other building staff the permission has been given by the office. Children not enrolled at Westmont/Springfield may visit the school during lunch period when accompanied by an adult.

Weather Emergencies

The decision to close schools or have a late start due to extreme weather is made as early as possible by the Superintendent of Schools. All weather related announcements concerning the cancellation of school, late starts, early dismissals, as well as emergency closings, are made on local television and radio stations. Notification will also be sent out to parents who are registered to receive [School Messenger Alerts](#). Every attempt will be made to avoid closing schools once classes are in session. Parents will be asked to complete an emergency plan for their child to follow if emergency closings during the school day should occur. The ultimate decision as to whether a child will attend school rests with the parents.

After three days of school cancellation for snow/severe weather or any other reason, students will be expected to participate in school remotely from home through eLearning or other schoolwork as communicated by the school's principal.

When a late start is called, the school will utilize the following schedule and buses will run accordingly if at all possible.

Weather or Emergency Late Start Schedule

Westmont Elementary

Springfield Elementary

<p>Monday-Friday:</p> <ul style="list-style-type: none"> ● 10:00 Students enter the building ● 10:10 Tardy bell rings ● 3:05 Kindergarten dismiss ● 3:10 1st-6th Grade dismiss 	<p>Monday-Friday:</p> <ul style="list-style-type: none"> ● 10:10 Students enter the building ● 10:20 Tardy bell rings ● 3:20 K-6th Grade dismiss
<p>Breakfast Served:</p> <ul style="list-style-type: none"> ● Monday 9:45-10:05 ● Tuesday-Friday 9:45-10:05 	<p>Breakfast Served:</p> <ul style="list-style-type: none"> ● Monday 9:45-10:15 ● Tuesday-Friday 9:45-10:15

Supervision will be on duty at 9:45 on when a late start is needed due to weather or emergency-related late starts. Families needing to drop off students prior to 9:45, please see Kids Care for drop-in options.

DISTRICT and FEDERAL REGULATIONS/NOTICES

Accreditation

All elementary schools in SPCS (Springfield and Westmont) are fully accredited by the Nebraska State Department of Education. In addition, the schools are also Nebraska Framework accredited. This accreditation process assures that the schools' programs and operations are reviewed on an annual basis and will continually strive to improve the quality of education.

Annual Notice of the Family Educational Rights and Privacy Act

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

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school administration (or appropriate school official) a written request that identifies the record(s) they wish to inspect.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the SPCS to amend a record that they believe is inaccurate or misleading. They should write the school administration, clearly identify the part of the record they want to be changed and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student by the superintendent or designee when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interest. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task such as an attorney, auditor, medical consultant, or a therapist; or a parent or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting in another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the SPCS discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by SPCS, District 46, Sarpy County, Nebraska, to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue S.W.
Washington, DC 20202-4605

Upon request, the SPCS may disclose directory information about former students.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” under § 99.37. (§ 99.31(a)(11))

Asbestos Notification

IEA, Inc. has been retained by the SPCS to review and prepare an asbestos management plan identifying the presence of asbestos, if any, within any of the school district buildings. The intent of these inspections is to comply with the requirements of the Environmental Protection Agency’s (EPA’s) Asbestos Hazard Emergency Response Act (AHERA). The district will conduct periodic surveillance of all asbestos materials on an annual basis. The periodic surveillance has been conducted to provide a continuous assessment to assure safety conscious management of any asbestos materials in all buildings. The detailed plan and updated information for each building, or for the entire district, is open to public review and is located in the office of each building. If you have any questions, please contact the Superintendent at (402) 592-1300.

Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires SPCS to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

The SPCS will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an

opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that SPCS, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, SPCS may disclose appropriately designated “directory information” without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the SPCS to include this type of information from your child’s education records in certain school publications. Examples include:

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

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.

[Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]

If you do not want SPCS to disclose directory information from your child’s education records without your prior written consent, you must notify the District in writing by September 1. SPCS has designated the following information as directory information:

- Student’s name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date & Place of Birth
- Major field of study
- Date of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s SSN, in whole or in part, cannot be used for this purpose.)

Entrance Age

The Nebraska legislature passed LB 1006 during the spring 2011, which revises the age requirements for students entering kindergarten starting with the 2012-2013 school year. To be eligible for enrollment in kindergarten, a child must have reached his or her fifth birthday on or before July 31st.

Students who turn five after July 31st and before October 16th of the current school year are eligible to request early entrance into kindergarten, provided that the child's parent or legal guardian requests admission under one of the following:

1. The parent/guardian provides a written statement that the child attend kindergarten in another public school in the current school year or that the family anticipates relocation to another school district where kindergarten admission will be allowed within the current school year;
2. The child demonstrates that he/she is capable of carrying out the work of the kindergarten curriculum through appropriate assessment procedures and entrance guidelines approved by the school board.

A student admitted for early kindergarten entrance should demonstrate an advanced level of comprehension; have extensive speaking vocabularies; and advanced listening/memory skills or numerical ability. A student should also demonstrate a social competence commensurate with the expectations of the kindergarten curriculum.

As part of the process of determining your child's eligibility for early entrance into kindergarten, a battery of assessments will be administered by trained personnel to gather information concerning your child's general knowledge, reasoning skills, adaptive skills, and visual motor skills.

Evaluation components will include:

Wechsler Individual Achievement Test-Third Edition (WIAT-III)

- A norm-referenced, standardized, diagnostic tool which measures a child's basic academic skills including phonemic awareness and early number concepts
- Child must score at or above the 95th percentile/standard score of 125 or greater in all areas assessed

Wechsler Preschool and Primary Scale of Intelligence-Fourth Edition (WPPSI-IV)

- A norm-referenced, standardized, diagnostic tool which provides an overall score or estimate of a child's "ability" to learn
- Child must score at or above the 95th percentile/standard score of 125 or greater

Behavior Assessment System for Children-Third Edition (BASC-3)

- A norm-referenced, standardized, rating scale completed by a child's parent, and, if applicable, a preschool teacher
- Child must score within the average range on all subscales

Administrative Procedures

Parents/guardians seeking early kindergarten entrance for their child must submit the completed consent form, a copy of the child's birth certificate, and a \$25 assessment fee for the achievement portion of the test by July 15th. The remaining \$75 fee will be collected if/when cognitive and behavioral evaluations are conducted, \$50 and \$25 respectively. Evaluations will be completed prior to the first day of the upcoming school year. Results will be shared with parents/guardians, and a decision will be made by the district to accept or decline the early entrance application based upon assessment results.

An evaluation report documenting results and the eligibility decision shall be written by the school psychologist. This report will be provided to the parents/guardians and become part of the child's school records.

There is no provision in this policy and administrative procedures for a reevaluation, retest, or appeal of the decision of the evaluator(s).

Title IX and the Rehabilitation Act Compliance

It is the policy of SPCS to comply with the Title IX guidelines that, no person in the United States shall, on the basis of sex, be excluded from participation, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.

SPCS complies with the Rehabilitation Act of 1973 which states, no qualified individual with disabilities, shall, solely by reason of her or his disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Use of School Facilities

Permission for the use of school facilities and equipment must be obtained from the administration. An application for use of the school facilities form must be completed and submitted to the building administration for approval. This contract must be signed for acceptance of responsibility for use of school facilities and liability in case of injury or damage to school property. Proof of liability insurance must be provided at the time of application. The school's daily educational and athletic programs shall always have priority, in terms of granting permission.

Withdrawals

Pupils moving from this school district are to report to their teacher before checking out. Parents should give the school advance notice, when possible, of an imminent transfer. Children are to return all school district property and pay all bills before leaving. Parents are asked to sign a Release/Request for Records form that permits the new school to receive the student's academic records. After all obligations have been met, records will be sent upon request. Parents are also required to sign a School Withdrawal form.

Nondiscrimination Statement

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

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

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

1. Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights I 400 Independence Avenue, SW
Washington, D.C. 20250-941 0
2. Fax: (202) 690-7442; or
3. Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Zero Lunch Balance Protocol

Step 1: Every day the child is told by the cashier if they have a zero or negative balance. They are also told to bring money the next day.

Step 2: E-mails and letters are sent to parents with a balance below \$5.00.

Step 3: Once a week negative balance letters go out to each school to be sent home with the child.

Step 4: A list of negative balance accounts are sent to each school weekly. If the family balance is -15.00 or more a call from the school office is made to each family. At this time, the question is asked if the family is in need of a free or reduced lunch application.

Step 5: After the family has been contacted at least 3 times by phone from the school office, the school administration will be asked to get involved if the balance is more than -30.00.

When a family is negative the students will be allowed to buy one breakfast and one lunch a day. No extras will be allowed to be purchased.

Board Responsibilities

The Board of Education may establish written policies governing student conduct in its schools.

The Board may also extend Emergency Exclusion days beyond the five prescribed by LB503.

The building administrators, additionally, may establish building rules and regulations consistent and within the framework of Board policies.

Prohibited Student Conduct

The following student conduct shall constitute grounds for short-term suspension (up to 5 days) long term (up to 20 days) and expulsion, subject to due process of the law as established by Nebraska Legislative Bill 503.

- 1) The 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 damage to private or school property.
- 3) Stealing or attempting to steal private or school property.
- 4) Causing or attempting to cause physical injury to a school employee or to any student. (Snowball throwing is included.)
- 5) Threatening or intimidating any student with the intent of obtaining money or anything of value from a student.
- 6) Possessing, handling, or transmitting any object that is generally considered a weapon.
- 7) Engaging in the unlawful possession, selling, using, or dispensing of alcoholic beverages, smoking, chewing tobacco, narcotics, drugs, or controlled substances.
- 8) Truancy or failure to attend assigned classes or activities.
- 9) The repeated violation of any school rule which interferes with the purpose of the school.
- 10) Insubordination, defined as the willful refusal of a reasonable request or the voicing of disrespect to those in authority.
- 11) The use of profanity or obscene language, or the possession and/or distribution of obscene printed material while on school premises.
- 12) Engaging in any other activity forbidden by the laws of the State of Nebraska which constitutes a danger to other students or interferes with the school program.

Emergency Exclusion

A student may be excluded by an Emergency Clause from school for a period up to 5 days for the following reasons, but this time may be extended by Board Policy:

- 1) Dangerous communicable disease.
- 2) Creating a danger to self or others.
- 3) Disrupting others opportunities to learn.

Terms Defined

- 1) Short Term Suspension - Excluded from attendance in school up to 5 days.
- 2) Long Term Suspension – Excluded from attendance in school from 6 to 19 days.
- 3) Expulsion – Excluded from attendance in all schools for a period not to exceed the remainder of the semester in which it took effect.
- 4) Mandatory Reassignment - The involuntary transfer of a student to another school within the district for disciplinary action.

2021-2022 School Calendar

Springfield Platteview Community Schools 2021 - 2022

11 New Teacher Workshop 12 All Certified Staff Report 16-17 All Classified Staff Report 17 All Classified Staff Report 18 First Day of Classes	August 2021 Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	January 2022 Su Mo Tu We Th Fr Sa 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	3-5 Winter Break 6 1st Day 2nd Semester 17 Martin Luther King Day No School
6 Labor Day - No School 27 Teacher In-Service No Classes	September 2021 Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	February 2022 Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	16-17 Early Dismissal 1:25 PM PT Conferences 18 Comp Day - No School 21 President's Day No School
15 End of 1st Quarter 20-21 Early Dismissal - 1:25 PM PT Conferences 22 Comp Day - No School	October 2021 Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	March 2022 Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	11 End of 3rd Quarter 14-18 Spring Break No School 21 1st Day of 4th Quarter
24 Early Dismissal - 11:25 AM .5 Teacher Contract Day 25-26 Thanksgiving Break No School	November 2021 Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	April 2022 Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	15-18 No School 29 Teacher In-Service No Classes
20-22 Early Dismissal - 1:25 PM 22 Early Dismissal - 11:25 .5 Teacher Contract Day End of 1st Semester 23-31 Winter Break- No School	December 2021 Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	May 2022 Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	18 Last Day for Seniors 22 Commencement 23-24 Early Dismissal - 1:25 25 Early Dismissal - 11:25 Last Day for Students 26 Teacher Work Day

Color Code	
	New Teacher Workshop
	No School
	Early Dismissal
	1 Hour Late Start
	Teacher Work Day/InService
	Regular School Day

1st Qtr.	41 Student Days 46 Teacher Days
2nd Qtr.	45 Student Days 45 Teacher Days
3rd Qtr.	44 Student Days 45 Teacher Days
4th Qtr.	46 Student Days 48 Teacher Days
TOTAL	176 Student Days 184 Contract Days

2021-2022 Pre-school Calendar

Springfield Platteview Community Schools Preschool Calendar 2021 - 2022

		August 2021							January 2022									
		Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa			
19	First Day of Preschool	1	2	3	4	5	6	7	2	3	4	5	6	7	8	3-5	Winter Break	
		8	9	10	11	12	13	14	9	10	11	12	13	14	15	6	1st Day 2nd Semester	
		15	16	17	18	19	20	21	16	17	18	19	20	21	22	17	Martin Luther King Day No Preschool	
		22	23	24	25	26	27	28	23	24	25	26	27	28	29			
		29	30	31					30	31								
		September 2021							February 2022									
		Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa			
6	Labor Day - No School					1	2	3	4			1	2	3	4	5	4	No Preschool
27	Teacher In-Service No Preschool	5	6	7	8	9	10	11	6	7	8	9	10	11	12	16-17	No Preschool PT Conferences	
		12	13	14	15	16	17	18	13	14	15	16	17	18	19	18	Comp Day - No School	
		19	20	21	22	23	24	25	20	21	22	23	24	25	26	21	President's Day No Preschool	
		26	27	28	29	30			27	28								
		October 2021							March 2022									
		Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa			
11	No Preschool						1	2			1	2	3	4	5	14-18	Spring Break No Preschool	
20-21	No Preschool PT Conferences	3	4	5	6	7	8	9	6	7	8	9	10	11	12			
22	Comp Day - No Preschool	10	11	12	13	14	15	16	13	14	15	16	17	18	19			
		17	18	19	20	21	22	23	20	21	22	23	24	25	26			
		24	25	26	27	28	29	30	27	28	29	30	31					
		31																
		November 2021							April 2022									
		Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa			
8	No Preschool		1	2	3	4	5	6							1	2	15-18	Holiday Break No Preschool
24	No Preschool	7	8	9	10	11	12	13	3	4	5	6	7	8	9	19	No Preschool	
25-26	Thanksgiving Break No Preschool	14	15	16	17	18	19	20	10	11	12	13	14	15	16	29	Teacher In-Service No Preschool	
		21	22	23	24	25	26	27	17	18	19	20	21	22	23			
		28	29	30					24	25	26	27	28	29	30			
		December 2021							May 2022									
		Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa			
20-22	No Preschool				1	2	3	4	1	2	3	4	5	6	7	20	Last day of Preschool	
23-31	Winter Break - No Preschool	5	6	7	8	9	10	11	8	9	10	11	12	13	14			
		12	13	14	15	16	17	18	15	16	17	18	19	20	21			
		19	20	21	22	23	24	25	22	23	24	25	26	27	28			
		26	27	28	29	30	31		29	30	31							

Color Code	
	New Teacher Workshop
	No Preschool
	1 Hour Late Start
	Regular School Day

AM Session:	Mon 9:00am-11:00am Tues-Fri 8:00am-11:15am
PM Session:	Mon 1:15pm-3:15pm Tues-Fri 12:00pm-3:15pm
159	Student Days
493.75	Program Hours

2021-2022 Student Fees

[SPCS Board Policy 5416](#)

Will insert after board approval.

Article 5
 Students
 2018-19 Student Fees
 Springfield Platteview Community Schools
 Appendix to Policy 5416

College entrance tests and preparation	Prep programs & tests	Costs of college entrance tests or prep courses, such as ACT preparation tutoring, PSAT test, and ACT test, are optional and to be paid directly to the private companies involved. Online ACT prep course will be provided to juniors free of charge.
Summer school courses	Classes offered during the summer, or at night, if any	Drivers education class through ESU #3: Up to \$350; other classes \$50 to \$200 per class; none for free-reduced lunch students
Locker usage	Use of school padlock	\$5.00 fee if damaged or not returned at the end of the year.
Industrial Technology	Fees for general materials	Manufacturing Technology - \$120 Year; Production Systems - \$65; Technology Systems - \$15
Family and Consumer Science	Fees for general materials	Nutrition and Foods, Advanced Nutrition and Foods - \$10; Culinary Arts - \$15
Business Classes	Workbooks	\$25
Music Theory	Fees for general materials	\$25
Photography	Fees for general materials	No more than \$50 per year.
Marching Band and Musical Groups	Equipment and attire.	Students will be responsible for supplying their own musical instruments and accessories and for their own uniforms. Instrument Rental Fee is \$35 for Tier 1 and \$60 for Tier 2 per year for use of school owned instruments. Uniforms for the marching band will be supplied by the school. For High School Band students, a \$25 uniform cleaning fee is required. For High School Vocal students, a \$15 choir robe cleaning fee is required.
iPad Use	Fee for self-insurance program for iPads.	\$20 per year; max \$60 per family per year. See iPad handbook for damage and replacement fees.
Student Parking Permit at PHS	Parking tag replacement fee	Students at PHS will be charged \$5 as a replacement fee if they lose their parking tag for their vehicle.
Extracurricular and other programs		
	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
Athletic Programs		
Admission	Spectator fees for admission to events	\$5.00 per event maximum. Students may purchase an Activity Pass for \$40.00 per year. Adult Activity Passes are \$60 per year. For District and Conference events hosted by the School, cost to be set by NSAA but not to exceed \$20.00 per event.
Athletic Physicals	NSAA required athletic physicals	Cost varies; payable directly to student's physician or clinic.

Supply List:

The supply lists vary slightly between the schools. We will add the individual list at the building level before sending it out to parents.

SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS

2021-22



MISSION STATEMENT

The Mission of Springfield Platteview Community Schools is to ensure that all students acquire the 21st century skills and behaviors necessary for each student to succeed now and into his/her future.

DISTRICT ADMINISTRATION

Dr. Ryan Saunders, Superintendent
Mrs. Heidi Zierott, Director of Learning
Mrs. Jaci Lucas, Director of Special Services
Mrs. Nichole Baugh, Director of Public and Community Relations
Mr. Frank Staskiewicz, Director of Technology
Mr. Greg Gentile, Director of Buildings and Grounds
Mr. Doug Mann, Director of Maintenance

BOARD OF EDUCATION

Mrs. Lisa Roseland, President	Mrs. Cori Swanson, Member
Mr. Brian Osborn, Vice President	Mr. Kyle Fisher, Member
Mr. Brian Wichman, Secretary	Mrs. Brenda Guenther, Member

PURPOSE OF STUDENT AND PARENT HANDBOOK

The Platteview Central Junior High School Student and Parent Handbook outlines conduct expectations for students. At the same time, it outlines federal privacy, due process, special education, use of technology and other issues for parents and students.

The handbook establishes the responsibilities of all students:

- Attend school to receive an education.
- Be on time for school and all classes.
- Come to class with necessary materials.
- Complete all in-class and homework assignments. Meet deadlines.
- Obey school rules and school personnel.
- Cooperate with and respect school faculty and staff.
- Respect other students and their property.
- Respect public property.

MESSAGE FROM THE PRINCIPAL

I invite all students and parents to participate in Platteview Central's educational opportunities. As part of our philosophy, we feel that teachers, support staff, students, parents, counselors, community, and administrators mutually share the responsibility of guiding each student in a positive direction regarding our school's curriculum, extra-curricular offerings, and district mission. This partnership is crucial to each student's success here at Platteview Central.

Please feel welcome to communicate with any of our staff concerning areas that affect your student(s). Always start with the person closest to your area(s) of concern, then work your way up to the principal, if necessary. As a staff, we have made a commitment to serving you and your children and we always try to make the best decisions based on individual student needs, while protecting our outstanding learning environment.

We are looking forward to an exciting school year and thank you for choosing Platteview Central for your child's educational needs. We feel we offer the best education in the metro area and have the academic success, extra-curricular opportunities, and educational climate to prove it! Thanks for your support. Let's have a great year!

Sincerely,

Darin Johnson
Principal

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Contact Information and School / Office Hours:

Mr. Darin Johnson, Principal - djohnson@spcsne.org 402-339-5052
Mrs. Sarah Svoboda, Counselor - ssvoboda@spcsne.org 402-339-5052
Mrs. Tren Svendsen, Office Manager - tsvendsen@spcsne.org 402-339-5052

School Hours: Monday —> 9:10 AM-3:25 PM
Tuesday through Friday —> 8:10 AM- 3:25 PM

Office Hours: Monday through Friday —> 7:30 AM-4:00 PM

Address: 14801 South 108th Street
Springfield, NE 68059

Website: <http://pc.springfieldplatteview.org>

Facebook: www.facebook.com/platteviewcentral

Twitter: @platteviewcent

Daily Bell Schedule:

Mondays	<u>Late Start</u>	Regular	<u>Tues-Fri</u>	Early Dismissal	<u>1:25 PM</u>
<i>Period</i>	<i>Times</i>	<i>Period</i>	<i>Times</i>	<i>Period</i>	<i>Times</i>
1	9:10-9:46	1	8:10- 8:54	1	8:10- 8:39
2	9:50-10:26	2	8:58-9:42	2	8:43- 9:12
3	10:30-11:06	3	9:46-10:30	3	9:16- 9:45
4	11:10-11:46	4	10:34-11:18	4	9:49- 10:18
5	11:46-12:56	Advisory	11:22-11:43	6	10:22- 10:51
7 th Lunch	11:46-12:16	5	11:47-1:01	Advisory	10:55-11:16
8 th Lunch	12:26-12:56	7 th Lunch	11:43-12:13	5	11:20-12:19
Advisory	1:00-1:25	8 th Lunch	12:31-1:01	7 th Lunch	11:16-11:46
6	1:29-2:05	6	1:05-1:49	8 th Lunch	11:49-12:19
7	2:09-2:45	7	1:53-2:37	7	12:23-12:52
8	2:49-3:25	8	2:41-3:25	8	12:56-1:25

Staff Directory

Staff Name	Assignment	Email Address
Behrens, Allison	Art	abehrens@spcsne.org
Bos, Michael	Industrial Tech I	mbos@spcsne.org
Clayton, Shannon	Science 7	sclayton@spcsne.org
Conover, Carolyn	Ass't Office Manager	cconover@spcsne.org
Crouse, Nick	Strength and Condition	ncrouse@spcsne.org
Elder, Christina	PE / Health	celder@spcsne.org
Erhart, Kathe	Media Center Para	kerhart@spcsne.org
Farr, Denise	Evening Custodian	dfarr@spcsne.org
Foutch, Dustin	Industrial Tech II	dfoutch@spcsne.org
Gray, Daylene	Language Arts 8	dgray@spcsne.org
Hill, Robin	OPAA! Food Service	rhill@spcsne.org
Jenson, Scott	Physical Education	sjenson@spcsne.org
Johnson, Darin	Principal	djohnson@spcsne.org
Ketchen, Paul	Band	pketchen@spcsne.org
King, Matt	Choir	mking@spcsne.org
Kuhl, Adam	Physical Education	akuhl@spcsne.org
Lawrence, Samantha	Media Center Para	slawrence@spcsne.org
Layher, Jerry	Band	jlayher@spcsne.org

Layher, Patti	Keyboarding	playher@spcsne.org
Laughlin, Frank	Social Studies 7	flaughlin@spcsne.org
Lodes, Julie	Computer Science	jlodes@spcsne.org
Lusienski, Zach	Math 7	zlusconi@spcsne.org
Lynam, Jim	Math 8	jlynam@spcsne.org
Michelle, Lauren	Special Education	lmichelle@spcsne.org
Murphy, Bobbi	Health Para	bomurphy@spcsne.org
Neill, Melissa	Paraprofessional	mneill@spcsne.org
Scanlan, Arlis	Reading 7	ascanlan@spcsne.org
Schroeder, Dennis	Daytime Custodian	dschroeder@spcsne.org
Sloup, Madison	Secondary Speech Path	mssloup@spcsne.org
Soneson, Andrew	Social Studies 8	asoneson@spcsne.org
Starks, Teresa	Business Basics	tstarks@spcsne.org
Stork, Bridget	Language Arts 7	bstork@spcsne.org
Svendsen, Tren	Office Manager	tsvendsen@spcsne.org
Svoboda, Sarah	Counselor	ssvoboda@spcsne.org
Thayer, Amy	Media Specialist	athayer@spcsne.org
Thomas, Tina	Science 8	tthomas@spcsne.org
Woodward, Marty	Special Education	mwoodward@spcsne.org
Zeleny, Kim	Spanish 8	kzeleny@spcsne.org

Visitors

Parents and/or guardians are welcome at Platteview Central Junior High. Please check in at the office before moving about on campus. Parents asking to visit a classroom in session are asked to contact the school office one day in advance to help with necessary planning. Students are NOT allowed to bring student visitors to school. Any visitor to our campus must be approved ahead of time with the principal.

Closed Campus

Platteview Central is a closed campus and students may not leave school grounds during regular school hours. The campus is also closed during lunch time. Students may leave during lunch time only if a parent signs them out and accompanies them off campus. Exceptions must be approved by the principal.

Important Dates

***All Mondays that school is in session will be a 9:10 AM start time.

Semester 1

August 9-10	iPad Set Up Days, ALL paperwork completed
August 12-17	Teacher Workdays
August 12	7th/8th Orientation and Digital Citizenship
August 18	1 st day of School
September 1	School Pictures
September 6	Labor Day NO SCHOOL
September 27	NO SCHOOL - Teacher Professional Development Day
October 15	Mid-Semester
October 20/21	P/T Conferences 2-7:30 PM - Early Dismissal 1:25 PM
October 22	Teacher Comp Day - NO SCHOOL
November 24	Early Dismissal 11:25 AM
November 25/26	Thanksgiving Break- NO SCHOOL
December 20/21	Early Dismissal 1:25 PM - Semester Finals
December 22	Early Dismissal 11:25 AM - Semester Finals
December 23-Jan 5	Winter Break - NO SCHOOL

Semester 2

January 6	1 st day of 2nd Semester
January 17	Martin Luther King Jr. Day- NO SCHOOL
February 16/17	P/T Conferences 2-7:30 PM - Early Dismissal 1:25 PM
February 18	Teacher Comp Day - NO SCHOOL
February 21	President's Day - NO SCHOOL
March 11	Mid-Semester
March 14-18	NO SCHOOL - Spring Break
April 15-April 18	Holiday Break - Easter
April 29	NO SCHOOL - Teacher Professional Development Day
May 23/24	Early Dismissal 1:25 PM - Semester Finals
May 25	Last Day for Students - Early Dismissal 11:25 AM - Finals
May 26	Teacher Work Day

Final Exams

Final exams are held each semester. Attendance during final exams is required. Please ensure that students are at school during final exams and that vacations for holidays and summer occur after exams are completed, as scheduled.

Student Records

Parents have rights to: 1) inspect and review educational records; 2) request an amendment of the student's record to ensure accuracy; 3) consent to disclosures of personally identifiable information to the extent of the law; 4) file a complaint concerning alleged failures by the school to comply with regulations; 5) obtain a copy of the school district's policy on records. See FERPA and PPRA attachments on pages 49-54.

Withdrawal of a Student

Parents should notify the school at least two days ahead of the student's last day of attendance. The student will be given a withdrawal form to take to all classes. All textbooks, iPad (cord and puck), materials, and equipment must be returned to the school. Fines for lost or damaged items must be paid before withdrawing from Platteview Central.

Telephone Use

Telephones are primarily for business use. Office and classroom phones are available to students in the event of an emergency or to conduct business as authorized by a staff member. Telephone use during the school day by students is restricted to only school phones. Personal phones may only be used with faculty permission during the school day at Platteview Central.

Curriculum and Course of Study

The course of study at Platteview Central is designed to provide learning experiences for each student to develop the readiness skills necessary for future learning and life. All students in grades 7-8 take courses in Mathematics, Science, Language Arts, and Social Studies. The curriculum is aligned to the Nebraska State Standards for education.

In addition to the core classes, 7th graders will also take Reading. Students will have the opportunity to receive instruction in other areas as well, including Art, Physical Education, Health, Keyboarding, Business, Vocational Technology, Personal Finance and Agriculture, Computer Science, General Music, Choir, Band, Spanish, Renaissance Studies, and Family Consumer Science.

Remote Learning

After three days of school cancellation for snow/severe weather, or any other reason, students will be expected to participate in school remotely from home through eLearning or other schoolwork as communicated by the Platteview Central principal.

7th Grade Course of Study

<u>Subject</u>	<u>Length of Course</u>
Math 7 or JH Pre-Algebra	Year
Science 7	Year
Language Arts 7	Year
Social Studies 7	Year
Reading 7	Year
Physical Education	Year, every other day
Choir (elective)	Year, every other day
Back in Time I and II	1 Semester Each, every other day
World of Music (elective)	1 Semester, every other day
Band (elective)	Year
Keyboarding	1 Semester, every other day
Technology I (elective)	1 Semester, every other day
Art (elective)	1 Semester, every other day
Guided Study	Year (if in Band, every other day)

***7th grade students may take junior high Pre-Algebra if test scores, classroom performance, and teacher recommendation align. Parents, teachers, and administrators may be asked to participate in math course selection to ensure adequate placement.

8th Grade Course of Study

<u>Subject</u>	<u>Length of Course</u>
Pre-Algebra	Year
High School Algebra (for H.S. credit)	Year
Language Arts 8	Year
Science 8	Year
Social Studies 8	Year
Physical Education	Year, every other day
Choir (elective)	Year, every other day
Band (elective)	Year
Art (elective)	1 Semester, every other day
Business Basics (elective)	1 Semester, every other day
Health	1 Semester, every other day
Computer Science (elective)	1 Semester, every other day
Technology II (elective)	1 Semester, every other day
Personal Finance / Agriculture Ed.	1 Semester, every other day
Spanish (elective)	1 Semester, every other day
Family Consumer Science (elective)	1 Semester, every other day
Strength and Conditioning Foundations	1 Semester, every other day
Guided Study	Year (if in Band, every other day)

Additional information on curriculum and assessments can be found on our district’s website at [www.http://springfieldplatteview.org](http://springfieldplatteview.org). Parents are always welcome to review curricular materials used for student instruction.

Grading Policy

The district grading system uses a letter grade to represent each student’s progress. To more accurately reflect the precise grade, a plus or minus may be used. The following table shows the range and GPA assigned for each possible grade.

A+	97-100	4.0	C+	77-79	2.33
A	93-96	4.0	C	73-76	2.0
A-	90-92	3.67	C-	70-72	1.67
B+	87-89	3.33	D+	67-69	1.33
B	83-86	3.0	D	63-66	1.0
B-	80-82	2.67	D-	60-62	0.67
			F	0-59	0.0

The following are important aspects of Grading Policy 5204 (adopted for 2015-16; amended for 2016-17). For full policy review, see our district website and click “Board of Education” then click “News and Information” to see this policy, among others.

1. Formative assessments (homework, quizzes, daily work, other checks for understanding) shall make up no more than 30% of a student’s grade. Summative assessments (end of unit tests, projects, presentations) shall make up at least 70% of a student’s grade. Extra credit is not allowable, nor permitted.
2. Final Exams, whether cumulative or a unit ending test, presentation or project, will fall into the Summative grading category as part of the 70% (or more). There are NO RETAKES for Final Exams.
3. The penalty for formative late work shall not exceed 10% of the possible grade for the assignment. If the student has not completed the work prior to the summative assessment, a zero may be submitted for the student’s grade.
4. A student who fails a summative assessment is provided an opportunity to retake the assessment. A student who scores below a 79% on a summative assessment may choose to retake the assessment. The student who chooses the retake may earn up to a 79%, but not more.

Cheating - Any student caught cheating (providing answers or assignments, copying answers or assignments, accepting and turning in assignments not completed by themselves, plagiarizing, or any other act which violates the academic integrity of our school, is subject to the following consequences —> Parents are notified. A detention is assigned. The assignment or assessment will be completed during detention (modified), a grade reduction of 1/3 (33%) will be administered. If multiple cheating violations occur, the consequences will double and the Principal will be notified.

Citizenship Grade

Good citizenship is valued at Platteview Central. Along with an academic grade, each student will receive a citizenship grade on his/her progress report and report card based on established criteria.

- Student comes to class prepared.
- Student completes assignments on time.
- Student follows all classroom rules and procedures.
- Student attends class regularly.
- Student is actively involved in class.
- Student is respectful to themselves, others, and property.
- Student works independently and/or well in groups.
- Student cooperates and participates in class activities.
- Student graciously accepts “no” for an answer.
- Student stays on task.
- Student uses technology appropriately.
- Student makes appropriate comments at appropriate times.

Homework and Make-Up Work Policies

Homework supports the educational program at Platteview Central. It is used to reinforce skills already being taught in the classroom, to work on independent study, complete projects, and to complete classroom assignments. Students and parents should develop a study time set aside at night for this purpose (70 minutes for a 7th grader and 80 minutes for an 8th grader is recommended). This will develop habits for your student to become successful at high school and college levels of education, as well as future careers.

With each Platteview Central student being assigned an iPad, the expectation is that each student will use a homework and/or calendar app for purposes of staying current with homework, upcoming quizzes, tests or projects. Daily assignments are posted online on our webpage.

Students need to make-up assignments and tests due to an absence from school. The student is responsible for requesting missing assignments from the teacher and turning them in at the designated deadline set by the teacher (minimum 1 day for each day missed). Any parent wishing to pick up work for a student who is absent, needs to request it from the Office Manager before noon. Collected work will then be available by 3:25 PM unless arrangements are made with the Office Manager to pick it up sooner.

Schoology

Student assignments, grades, progress reports, and attendance records are available through use of PowerSchool and Schoology. To set up your Schoology account, please email our instructional technology department, by emailing Mr. Mahoney, at jmahoney@springfieldplatteview.org.

Complete guidelines and instructions will be included in your account activation letter. It is important that each legal guardian protect their password. **PowerSchool and/or Schoology are not intended to replace teacher → student and / or teacher → parent communication.** Please contact the individual teacher if you have questions about your student's progress before contacting the school counselor and/or principal.

7th Grade Supply List

All Classes: Bring a small pencil bag to each class everyday. Inside the pencil bag you need pens, pencils, and a set of ear buds/headphones. Also, you will need a yellow, pink, and green highlighter. In addition, please have your iPad charged and ready for each school day.

Art: Wood pencils (not mechanical), eraser, folder

Band: Bring your instrument to class. For concerts, wear a band shirt, black slacks, black socks, and band shoes. (The band shirt and shoes are available through the band department for purchase)

Back In Time I: 1 Folder, pen/pencil

Back In Time 2: 1 Folder with pockets, loose-leaf paper, a calculator

Exploratory Music: One three-ring binder, paper, and a folder for assignments

Language Arts: Loose leaf paper, one folder, and a pack of colored pencils

Math: One 3-ring binder (1") with loose leaf paper, optional: calculator

Physical Education: Tennis shoes, socks, athletic shorts (not made of jean or khaki material), t-shirt, or sweats (not to be the same clothes you are wearing to school for the day)

Reading: One two-pocket folder

Science: One two pocket folder, colored pencils

Social Studies: One folder for handouts and one spiral notebook

8th Grade Supply List

All Classes: Bring a small pencil bag to each class everyday. Inside the pencil bag you need pens, pencils, and a set of ear buds/headphones. In addition, please have your iPad charged and ready for each school day.

Art: Wood pencils (not mechanical), eraser, folder

Band: Bring your instrument to class. For concerts, wear a band shirt, black slacks, black socks, and band shoes. (The band shirt and shoes are available through the band department for purchase)

Family Consumer Sciences: Notebook and hair restraint (hat, bandana, ponytail holder, etc)

Health: Notebook

Language Arts: Loose-leaf lined paper, pencils, red pen, colored pencils, highlighter, glue or glue sticks, scissors

Computer Science: notebook

Algebra: One black 3-ring binder (1") with loose-leaf paper, pencils, scientific calculator (optional)

Pre-Algebra: One black 3-ring binder (1") with loose-leaf paper, pencils

Physical Education/Strength and Conditioning Foundations: Tennis shoes, socks, athletic shorts (not made of jean or khaki material), t-shirt, or sweats

Science: Two spiral notebooks with at least 50 pages, 1 folder

Social Studies: 1.5 inch 3 ring binder, highlighter, spiral notebook, loose-leaf 3 hole punched notebook paper

Spanish: Folder or binder

Middle School Assistance Process (MSAP):

Students are expected to complete each assignment given by each teacher, on time. The following process will be used to help students experience success when having trouble completing assignments on time. The probability of student learning is increased significantly when each teacher given assignment is completed in a timely and thorough manner.

- (1) If an assignment is not completed or presented, the student will be directed by the teacher to stay after school that same day.
- (2) The student will be directed to call her/his parent(s) or guardian to make necessary ride arrangements.
- (3) MSAP will be from 3:25-4:05 PM on a daily basis for all teacher identified students.
- (4) Student assignments completed during this time will receive credit for work completed by 4:05 PM.
- (5) Students not appearing as directed by a teacher, if appropriate parent contact is made, may earn discipline consequences. It is expected that assignments be completed as directed by each teacher (regardless of grade assigned).

A student refusing to complete teacher assignments and to work to their potential may be assigned to In-School Suspension (ISS), suspended from class and/or school, and be subject to other appropriate school action which includes expulsion for the remainder of the current semester.

Guided Study Intervention

As an alternative to MSAP, Guided Study intervention can/will happen during Guided Study period. Students that are on the D's and F's list may be assigned to Guided Study Intervention, along with any students who have not turned in homework or completed it to teacher satisfaction. A teacher will be assigned to conduct Guided Study Intervention.

Watch List MSAP

Students who appear on our Monday Watch List after the first four weeks of each semester (D's and F's) three or more times will earn MSAP during the week they are listed on the Watch List. Parents will be notified and asked to make transportation arrangements.

Homework Online

All daily homework can be found online. When accessing homework online, go to our school website at www.pc.springfieldplatteview.org and click "homework 7" or "homework 8" in the left hand menu, under "Parents" or "Students." Homework remains posted for one week.

Guided Study

Platteview Central students will be assigned to Guided Study in both 7th and 8th grade. Students not in band will have Guided Study each day, while band students will attend every other day. This study period will be used for mandatory silent reading (15 minutes to begin class), interventions for struggling students, additional assistance, homework completion, gifted opportunities and test make-ups. All core teachers are available during this time. Students will be assigned to a particular Guided Study, but can request a pass to get help from any teacher, as needed. This is an excellent way to make sure your student understands the work before he/she comes home.

Progress Reports

Semester grades are issued at the end of the first and second semester. In addition, progress report grades are sent home with students at the 4.5 week, 9 week and 13.5 week marks in each semester. These reports communicate academic achievement, citizenship standing, tardies, and student absences to parents. Semester grades are used to establish GPA in both the high school and junior high.

Student Activities and Programs

Student Council:

The Platteview Central Student Council is composed of students in 7th and 8th grade who are elected by the student body. The Student Council serves as a liaison between students and members of the faculty and administration. Members are expected to be positive student leaders who exhibit proper behavior and acceptable grades. Student Council members who do not meet these prerequisites may be replaced by an alternate member.

The Student Council is responsible for planning student activities throughout the school year and also functions in a leadership and organizational role. Individual students are encouraged to seek out their Student Council representatives to express views concerning school activities and programs.

Music Programs:

1. Vocal Music Program:

Choir is an elective course for all 7th and 8th grade students. In 8th grade, students may take Exploratory Music as one of their elective classes if they are not in band or choir.

2. Instrumental Music Program:

Junior High Band is offered (as an elective) to both 7th and 8th grade students as a continuation of the elementary music curriculum. The junior high band participates in a Holiday Concert, a

Winter Concert, a Spring Concert and a District Music Contest. It also marches at a high school home football game in the fall of the year.

National Junior Honor Society:

The National Junior Honor Society (NJHS) was established at Platteview Central to stimulate high scholarship, develop leadership, provide service to school and community, and to recognize students who excel academically. Qualifications for induction into the National Junior Honor Society include a 3.7 GPA, recommendations by members of the faculty and the school principal. Candidates for induction into the National Junior Honor Society will be judged on character, leadership, and service in addition to academic excellence.

HAL (High Ability Learners):

The purpose of the HAL program is to provide gifted students with challenges that go beyond those offered in the regular classroom. HAL also provides an opportunity to improve decision-making skills by planning individual/group activities. Qualification for the HAL program involves three levels of criteria. The student must qualify in all of the following areas: test scores, teacher recommendation, and gifted placement exams. Students will be placed in HAL Guided Study with Mrs. Clayton, where they will use their time for High Ability activities and lessons.

Student of the Month Awards: This student recognition by staff members is made to students who demonstrate the following characteristics:

- | | |
|-----------------------------------|---------------------------------|
| Cooperation in class | Academic improvement |
| Responsibility in completing work | Concern for quality work |
| Positive classroom leadership | Consistent academic achievement |

The Platteview Way → Nominations for *The Platteview Way* come when students demonstrate outstanding qualities in specific areas, such as: Kindness, Inclusion, Respect of Others, and Acceptance. These are awarded on a monthly basis with students winning small prizes, including five t-shirt winners each month.

Advisory Period: Advisory is a chance for students to meet consistently with one teacher who will serve as their adult advocate for the period of one school year.

Mission Statement: Daily and intentional time will be reserved to ensure every student at Platteview Central has at least one trusted adult advocate who will stand by them to listen, advise, mentor, and lead.

Sample Activities: Tracking grades, attendance, tardies, and discipline. Individual student meetings. Team building activities. ACT prep. MAP testing prep. Interventions. Exploration of study. Enrichment activities. Career education skill building. Core study practice. Reading. Character building and development. Other.

Guidance Services:

There is a full-time counselor assigned to students in Grades 7-8. Counselor goals include: providing assistance to all students in selecting classes and activities; administering and interpreting the junior high testing program; working with teachers, students, and parents in assuring educational continuity; establish bullying prevention and dating violence lessons in accordance with state statutes; and assisting junior high students both on the personal and academic level.

Contact with the Counselor: Students may arrange for an appointment with the school counselor during study halls or before/after school. Parents may contact the counselor and arrange for a conference to discuss areas of concern, test results, or other school related matters.

Testing Program: Northwest Evaluation Assessment (MAP Testing - Measures of Academic Progress) is administered twice a year and the Nebraska Student-Centered Assessment System (NSCAS) is administered during the latter half of Semester 2. NWEA testing includes assessments in Math, Science, Language, and Reading. NSCAS tests will cover Math and Reading in grades 7 and 8 and Science in grade 8. Individual student profiles with test data are returned to parents along with the students' report card after school's completion in late May. Additional information may be obtained from the counselor regarding interpretation of the data.

Student Scheduling: Students register for classes in the spring of the school year with the guidance counselor. A parental signature is required on the student registration form to ensure parental involvement in this process. Questions concerning recommendations, requirements, electives, etc. should be referred to the counselor.

Schedule Changes: Elective courses may be dropped or added only after a parental note of approval has been given to the counselor. These schedule changes may be performed only during the first seven days of each semester. Changes are also dependent upon space availability in the new class. Exceptions to these rules are discouraged and will not be made unless there is teacher, parent, counselor, and administrative consensus.

Special Parent Reports: Parents/students requesting more frequent feedback about progress of a student should contact the teacher/counselor if they have immediate needs. Increasing communication between home and school is a goal of the counseling and guidance service.

Honor Roll: Any student who receives a 3.5 grade point average or better will be placed on the Honor Roll. In addition, students who receive a GPA ranging between 3.0 - 3.49 will be placed on the Merit Roll.

Health Services

Purpose: School health services are intended to provide emergency service for injury or sudden illness in addition to helping prevent and control diseases. School officials will work hard to respect/support parent decisions to withhold a sick child from school.

Health Office: The Health Office is located within the office area on the upper level. Services provided by the school nurse/health paraprofessional/authorized school personnel are not intended to substitute for those provided by your family physician.

Illness: If a student becomes ill during school, he/she should obtain a pass from the classroom teacher and report directly to the health office. If the nurse/health paraprofessional is not scheduled at Platteview Central that day, the student should report to the school secretary. Based on the severity of the illness or injury, the parents will be contacted. If we are unable to contact parents, persons listed on the student's Health and Accident card will be notified. An accident report will be filed for all serious accidents. **Please note that it is not proper protocol for students to text parents that they are sick. This leads to parents coming to get students without office verification of an illness. Following the proper protocol is important.

Physical Examinations and Immunizations: Seventh grade students and other new students at Platteview Central must have a complete physical and immunization record by the first day of class. Immunizations: All students should show evidence of immunizations as stipulated by State School Law upon entering school, they are: 3 doses of DTaP, DTP, or Td vaccine, one given on or after the 4th birthday; 1 dose of Tdap (must contain Pertussis booster) which can be received any time after 10 or 11 years of age, depending on which brand of vaccine is used; 3 doses of Polio vaccine; 2 doses of MMR vaccine, given on or after 12 months of age and separated by at least one month; 3 doses of Hepatitis B vaccine; 2 doses of Varicella (chickenpox), given on or after 12 months of age. Written documentation, including the year, of Varicella disease from parent/guardian or health care provider will be accepted if the child has had Varicella disease. In this case, they do not need any Varicella shots. Students whose immunizations are not completed may NOT be allowed in school until these Nebraska Department of Health Standards have been met. The 7th grade physical will be accepted for athletic participation providing proper signatures and doctor release is present. 8th graders must have a sports physical to participate in athletic practices/events. Please have sports physicals scheduled on or after May 1st for the upcoming school year. Any questions concerning school health care can be answered by contacting the school nurse or health para (402-339-5052).

Medication(s) in school: State law prohibits the nurse (or any other school official) from giving medication (including aspirin) without written authorization from the parent. Springfield Platteview Community Schools requires that all students who need medication during school hours, do the following:

Over the Counter (OTC) Medication - Present the Springfield Platteview Community Schools Over-The-Counter consent form signed by the parent or legal guardian for over the counter medications. The medication must be in the original bottle and properly labeled with instructions for administration.

Prescription Medication - Present the Springfield Platteview Community Schools Prescription Medication consent form signed by the parent or legal guardian and prescription from the physician. Bring the medication in the original prescription bottle, properly labeled by a registered pharmacist as prescribed by law. Control Substance medication (some ADHD medication) needs to be brought in by the parent and counted with the school nurse/health

paraprofessional/authorized school personnel and initialed. Also these medications need to be picked up at the end of the school year by the parent and counted again with parent initials.

Medication Administration: The school nurse/health paraprofessional/authorized school personnel may refuse to administer medication if the parent/guardian is unavailable at the time of administration or safety is in question.

Health Screening: During the school year, health screenings may be conducted per the Department of Health and Human Services minimum requirements for grade 7 and per request of staff. The screening may consist of all or some of the following: hearing, vision, and dental check-ups in addition to measuring height and weight. Parents/guardians shall be notified in writing regarding any issues and encouraged to seek a professional evaluation. If a parent/guardian wishes to refuse school health screening, they must submit a written statement(s) from a qualified examiner that the child has received the required screenings within the previous six months.

Food Service - Lunch Program

Hot lunch programs are provided in all Springfield Platteview schools and will be outsourced by OPAA! Food Management. A hot lunch may be purchased or a child may bring his/her lunch and buy a milk at the cafeteria. Parents/guardians are always welcome to eat at school if they call the office by 9 AM. The price of an adult lunch is \$3.50. Copies of all menus can be found on our school website at www.pc.springfieldplatteview.org.

The price of a student lunch at Platteview Central is \$3.15, which includes milk. Each student will have their own lunch account in which to deposit money. Children are welcome to bring a sack lunch and are required to eat in the lunchroom with their classmates. Milk may be purchased separately for \$.60 cents.

Breakfast is served daily at the high school. Platteview Central students are welcome to walk over to PHS for breakfast from 7:50-8:05 AM. Breakfast is \$2.00 for students. Free and reduced qualifications also apply to breakfast meals. Students are required to pay for all breakfasts/lunches received. Parents should keep enough money in the lunch account to stay current. Each week on Tuesday and Friday, generic emails will be sent to families with low account balances (\$5.00 or less per student on account).

The School Nutrition program understands that situations may occur when a child forgets their lunch money and will allow a student to charge a meal. A meal charge is defined as a short-term loan for a child to eat as a result of forgetting their lunch, losing their money, etc. Listed below is the Zero Balance Protocol that will be used when negative balances exist.

Step 1: Every day the child is told by the cashier if they have a zero or negative balance. They are also told to bring money the next day.

Step 2: Every Tuesday & Friday emails are sent to parents with a balance below \$5.00.

Step 3: Once a week negative balance letters go out to each school to be sent home with the child.

Step 4: A list of negative balance accounts are sent to each school weekly. If the family balance is -\$15.00 or more a call from the school office is made to each family. At this time, the question is asked if the family is in need of a free and/or reduced lunch application.

Step 5: After the family has been contacted at least 3 times by phone from the school office, the school principal will be asked to get involved if the balance is more than -\$30.00.

When a family is negative the students will be allowed to buy one breakfast and one lunch a day. No extras will be allowed to be purchased, which includes snacks (even with cash).

Free or reduced price lunches are provided to those children whose parents meet federal income guidelines. Application forms for this service are available in each school office and are available on our website and included in beginning of the year paperwork. The school district must have an approved application (or a list of student names from the state's direct certification list) before meal benefits are provided. The school district cannot claim any free and reduced meals to new children without a processed application. Lunch applications are processed daily upon arrival in the School Nutrition Office.

Nondiscrimination Statement

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

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

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

1. Mail: U.S. Department of Agriculture
Office of the Assistant
Secretary for Civil Rights
1 400 Independence
Avenue, SW
Washington, D.C. 20250-941 0
2. Fax: (202) 690-7442; or
3. Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Lost and Found

If your student has lost anything at school, chances are it can be found at the “Lost and Found” located in the school cafeteria. Parents, please feel free to browse if your student is missing something.

Media Center - Computer Lab

All students at Platteview Central will have an opportunity to utilize our outstanding media center facility. Students will contact the person in charge of the media center to receive the necessary pass. The media center is designed to be used as a resource center for students. When students report to the media center, they should be business-like, possess paper and writing instrument(s), and display appropriate behavior throughout the entire period. Students who violate media center or computer room policies are subject to the loss of media center/ computer room privileges for a stated period of time and/or additional school discipline. Media Center privileges can be adjusted for students having failing grades or failing to meet other achievement expectations.

Book Responsibility: Each student is responsible for his/her library books. Books damaged/lost as a result of misuse will result in fines and/or replacement fees for the cost of the book. Library materials may be checked out for a maximum of two weeks. A fine of 5 cents per day will be charged for late books. Students consistently having late books, etc. will lose book checkout privileges. Students will be allowed to use both the junior high and senior high libraries for reference materials. A Platteview Central student should always have a book in their possession for quiet reading opportunities.

If a book is lost, the student who checked out the book is responsible for payment. The money for the book will be returned if the book is found in that school year. As replacement books are ordered over the summer, money will not be returned on books paid for in the previous year.

Transportation Guidelines and Regulations

Bus Service: Springfield Platteview Community Schools provides transportation as a privilege to all students throughout the district. The school bus is considered an extension of the school, and all rules and regulations are considered in effect while on the bus.

Bus Regulations and Procedures

In order to increase the probability of safe transportation for each/all students riding school transportation, we will use the following plan. Please read and review these rules with your student(s).

SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS BUS REGULATIONS

Authority of Driver: Students transported in a school bus shall be under the authority of the driver. The driver shall be responsible for the orderly conduct of the children while they are on the bus.

PHILOSOPHY: Safety is the first consideration when transporting students to/from school. If the driver is distracted or directs attention away from the road, danger exists. This is why there must be rigid standards of discipline established. These standards must be maintained for all students' safety.

BUS RULES:

1. **Cooperate with your driver.**
2. Stay seated.
3. Bus drivers may assign seats as necessary.
4. Students are to be dropped off at their stop. Drivers must receive a signed note by parent/guardian giving permission for other "drop-off" arrangements.
5. Keep head, hands, and feet to yourself. (No fighting, pushing, spitting, teasing, etc.)
6. Talk quietly. Be courteous and do not use profane language.
7. Students must be absolutely quiet at railroad crossings.
8. Keep head, hands, feet and objects inside the bus.
9. Aisles shall be clear and unobstructed at all times.
10. Help keep your bus clean. Do not litter.
11. Do not eat or drink on the bus (candy, gum, etc.).
12. Do not bring hazardous materials on the bus.
13. No animals may be brought on the bus.
14. Do not tamper with or damage the bus or its equipment.
15. Students shall not use the emergency door unless an emergency exists.

IF A STUDENT BREAKS A BUS TRANSPORTATION RULE:

- 1st Incident: Driver verbally warns student.
- 2nd Incident: Student receives citation; parent and principal are notified of the infraction by the bus driver. Consequences may be given by the principal.
- 3rd Incident: Student receives citation and is suspended from the bus for up to ten days; parent is notified of the infraction by the principal.
- 4th Incident: Student receives citation and is suspended from the bus up to the remainder of the semester/school year.

Activity Bus Rules:

1. No student shall stand when the bus is moving.
2. Students shall not exchange seats when the bus is moving.
3. Students shall not extend their hands, heads, or objects from the bus when it is moving.
4. Student noise shall be kept to a minimum, which includes screaming and singing.
5. Students shall be quiet at all railroad crossings.
6. Anything a student brings on the bus should be taken off by that student.
7. The bus driver is to drive the bus. Conduct is the responsibility of the activity sponsor or coach and should be assumed by them.
8. Students should respect all employees and fellow students of the district and may be disciplined by the activity sponsor / school personnel for their use of profanity, disrespectful actions, or improper behavior. Students are financially responsible for any damage they cause.
9. Food and beverages may not be allowed on the bus, except during activity related trips as authorized by the sponsor.

Bus Stop Rules:

1. School rules apply at the bus stop. Students will be held accountable for their actions. The bus stop is an extension of the school day, both before and after class.
2. Do NOT arrive at the bus stop more than five minutes before your scheduled pick up time.

** Please note that each school bus is equipped with a digital security camera system that records and archives each bus ride. The purpose of each camera is to ensure safety and provide evidence in the case of an accident or behavioral incident.

For additional information on school transportation, please contact Student Transportation of America at 402-884-4025. In the event you have a need for additional assistance please call 402-339-5052 and we will work with you.

Student Expectations

- *Attend school to receive an education.* Schools cannot educate students who do not attend. Students must attend school daily unless ill or legally excused.
- *Be on time for all classes.* Students who enter a classroom after a lesson has begun are interfering with the rights of others to learn and study. Punctuality is a habit that students must develop if they are to be successful in the world of work. This includes the first period of the day. Be on time for school!
- *Come to class with necessary materials.* A teacher should not have to delay instruction because a student comes to class unprepared. This interferes with the rights of others to learn and study.
- *Complete all in-class and homework assignments and meet all deadlines.* The full responsibility for student learning does not rest solely with the teacher. Educational efforts cannot be effective unless students participate in class and complete all assignments.
- *Obey school rules and school personnel.* No one has the right to interfere with the education of others. Rules are designed to allow a school to meet its obligation to educate students. Students are expected to obey rules and be courteous to everyone who works in our schools.
- *Cooperate with school staff.* Every community depends upon its citizens to uphold the rules by which everyone has agreed to live. Students have the responsibility to provide truthful information when asked by school authorities.
- *Respect the rights and property of others.* Respecting the rights and properties of others and demonstrating personal integrity should guide student behavior at school, on the way to and from school, and school sponsored events. Always be a good neighbor.
- *Respect public property.* Schools are a community investment and resource for young people. People who damage school property will be held responsible.
- *See that school correspondence to parents reaches home.* From time to time, we will send important paperwork home (grade reports, notification of events, etc.).

Boys Town Social Skills: Springfield Platteview Community Schools is committed to teaching all students important social skills. Examples of social skills are “following directions” and “accepting no for an answer.” These examples have specific and observable behaviors which are taught and reinforced by staff. Student success in the social skill area is critical to a quality learning environment for all students.

STUDENTS' RIGHTS AND RESPONSIBILITIES

Platteview Central Junior High School

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

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

These rules and standards apply to all school buildings and grounds, during and immediately before or after school hours. They also apply to school-sponsored functions both on and off school property, including the bus stop and other extensions of the school day.

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

I. GENERAL STANDARDS OF BEHAVIOR:

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

- Attend school regularly and punctually.
- Act in a manner that will enhance the learning environment for all students.
- Use school facilities in a way that will conserve their continued usefulness.
- Apply themselves to the best of their ability to the learning tasks assigned.
- Abide by school regulations and assist in their enforcement and modification.
- Participate constructively in school government and assist in modification or regulations for general school improvement.

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

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

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

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

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

III. ATTENDANCE POLICY

- A. Nebraska State Statute (79-201) requires that all students between the ages of 6 - 18 attend school. It is the responsibility of the parent/guardian to see that the student is at school at the appropriate time in a proper state of health and cleanliness. Notification of an absence must be made to the school office or the absence will be considered unexcused. The school district may be required by law to notify the county attorney when students reach 20 absences in a school year, regardless if the absences are school excused or not school excused.

IV. CONSEQUENCES OF DISRUPTIVE BEHAVIOR:

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

- A. Counseling of the student. In alcohol/drug related incidents students may have an alcohol evaluation performed by a qualified drug/alcohol counselor. Payment will be at the student's expense.
- B. Parent conferences.
- C. Rearrangement of schedule/assignment to another school.
- D. Requirement that the student remain in school after regular hours, during summer and Saturdays to complete additional work.
- E. Restriction of participation in extracurricular activities.
- F. Involving law enforcement and/or social service agencies.

Short-term suspension: Any student may be excluded from Springfield Platteview Community Schools for a period of time not to exceed five school days provided that the suspension is assigned under the guidelines provided by Nebraska State Law and as set forth below.

1. Circumstances warranting short-term suspension:

- a. If the student has a dangerous communicable disease transmissible through normal school contacts.
- b. If the student is infected with or can be proven to be a carrier of external parasites (such as head lice) which may be transmissible through normal school contacts and which pose a threat to the safety and well-being of the school community.
- c. If the student is involved in behavior or activities which interfere with any educational function or which infringe upon the rights of other students to pursue an education. Some **objectionable activities or behavior** which could result in short-term suspensions are as follows:
 - 1. Refusal to comply with reasonable standards of behavior established by teachers or building administrator and the general guidelines within this Student / Parent Handbook.
 - 2. Use of abusive or profane language.
 - 3. Fighting.
 - 4. Willful truancy or willful and repeated tardiness.
 - 5. Vandalism, theft or pilferage of property belonging to the school district staff members or students.
 - 6. Engaging in the unlawful possession, being under the influence of, selling, dispensing, or use of an illegal substance, tobacco, E-Cigarette (vapor cigarette) or alcohol.
 - 7. Committing any other act or becoming involved in any other activity, which causes a disruption in the normal educational opportunity for other students.
- d. If the student's conduct presents a clear threat to the physical safety of himself/herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.
- e. Conduct constituting grounds for expulsion or long-term suspension as set out in Nebraska law.

2. Procedure for short-term suspension:

- a. When a student is accused of conduct which might result in suspension under this section, the building administrator is to conduct an investigation into the charges made and ascertain whether there is evidence of a violation of sufficient seriousness to warrant further action.
- b. When the building administrator believes that further action is needed, he/she shall inform the student of the charges against him/her and give the student an opportunity to present his/her version of the incident.
- c. Should the building administrator believe that a short-term suspension is justified, the building administrator shall make every reasonable attempt to notify the student's parent or guardian immediately.
- d. The suspension shall take effect at the time specified by the building administrator. Written notification of the suspension shall be sent by regular mail to the parent or guardian as soon as is reasonably possible.
- e. Such suspension may be either "in-school," wherein a student does not attend classes but reports for study under supervised conditions as the building administrator may direct, or "out-of-school," wherein a student is not permitted to be present on school property. In either case, students may not participate in or attend any activities sponsored by Springfield Platteview Community Schools.
- f. Opportunity will be given students so suspended to make up work missed. This work must be completed by the time they return to their regular schedule.

Long-term suspension/expulsion:

Long-term suspension shall mean the exclusion of a student from attendance in all schools within Springfield Platteview Community Schools for a period of time exceeding five but less than twenty school days. **Expulsion** shall mean exclusion from attendance in all schools within the system.

1. Length of expulsions for regular and special circumstances:
 - **Regular Circumstances.** The expulsion of a student shall be for a period not to exceed the remainder of the semester in which it took effect, unless the misconduct occurred (1) *First Semester*, within ten (10) school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester or (2) *Second Semester* - within ten (10) school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year (subject to automatic review).
 - **Special circumstances involving firearms.** Expulsion period not less than one calendar year.
2. **The following student conduct shall constitute grounds for a long-term suspension or expulsion** subject to the procedural provisions of Nebraska State Law when such activity occurs on school grounds or during a school function or event off school grounds:
 - a. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes.
 - b. Willfully causing or attempting to cause substantial damage to private or school property, stealing or attempting to steal private or school property of substantial value, or repeated damage or theft involving private or school property of small value.
 - c. Threatening, intimidating, causing or attempting to cause physical injury to a school employee or to any student. Physical injury caused by accident, self-defense or an action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
 - d. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from such student.
 - e. Students are forbidden, knowingly or voluntarily, to bring to school, possess, handle, transmit, or use any firearm, knife, or other dangerous weapon in school, on school grounds, or at a school function off school grounds. Dangerous weapons shall include: a) firearms [including starter pistols, B-B guns (rifles and pistols), shotguns, air rifles and pistols, CO₂ propelled rifles and pistols, copy-cat or look-a-like rifles or pistols whether or not they are capable of expelling a projectile, see also definition below]; b) bombs, razor blades, grenades, rockets, explosives, or similar devices; c) knives, dirks or stilettos of any type, or any other dangerous instrument capable of inflicting cutting, stabbing, or tearing wounds; d) knuckles consisting of finger rings, guards or similar devices made of a hard substance that is designed, made or adapted for the purpose of inflicting serious bodily injury by striking a person with a fist or open hand which is either enclosed by, worn on, or held by the hand or knuckles.
 - f. Knowingly possessing, handling or transmitting any object or material that is ordinarily or generally considered a firearm. The term "firearm" as described in 18 U.S.C. 921 means (1) any weapon (including a starter gun), which will, or is designed to, or may readily be converted to expel a projectile by the action of an explosive. [This would include rifles, pistols and shotguns.] (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm silencer, or (4) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means

- any explosive, incendiary, or poison gas such as a (1) bomb, (2) grenade, (3) rocket having a propellant charge of more than four ounces, (4) missile having an explosive or incendiary charge of more than one-quarter ounce, (5) mine, or (6) device similar to any of the devices described in the preceding clauses;
 - any type of weapon by whatever name known which will, or which may be readily converted to expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter (a shotgun or a shotgun shell which is generally recognized as particularly suitable for sporting purposes is not a destructive device within the meaning of this definition since a shotgun is a firearm as defined above); and
 - any combination of parts either designed or intended for use in converting any device into any destructive device described in paragraph A. or B. and from which a destructive device may be readily assembled.
- g. Engaging in the unlawful possession, being under the influence of, selling or use of an illegal substance or alcoholic beverage, or that which is represented to be an illegal substance or alcoholic beverage.
 - h. Public indecency.
 - i. Sexually assaulting or attempting to sexually assault any school employee or student (this may result in mandatory reassignment).

- j. Engaging in any other activity forbidden by the laws of the State of Nebraska when this activity constitutes a danger to other students or interferes with school purposes.
- k. Continuation of disruptive activities, which resulted in disciplinary action or short-term suspension(s), if such violation constitutes a substantial interference with school purposes.

3. **Procedure for long-term suspension/expulsion:**

The procedure shall be the same as that of short-term suspension except as follows:

- a. The principal may suspend a student immediately, regardless of the fact that a hearing was requested within five days of notice of expulsion or long-term suspension by the school, if the principal determines that such immediate suspension is necessary to prevent or substantially reduce the risk of: a) interference with an educational function or school purpose or b) personal injury to the student, other students, school employees, or school volunteers. Although the preferable practice is that the principal makes such determination in writing, nothing in this policy shall so require. If no hearing is requested, the immediate suspension will continue until the date the long-term suspension, expulsion, or mandatory reassignment takes effect. If a hearing is requested, the suspension will continue until the date the hearing examiner files the report of his or her findings with the Superintendent, if the principal has made a determination as above described.
- b. On the date of the decision a written charge and a summary of the evidence supporting such charge shall be filed with the Superintendent. The school shall, within two school days of the decision, send written notice by registered or certified mail to the student's parent or guardian and by regular mail to the student.
- c. Such written notice shall include the following:
 - 1. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension or expulsion, including a summary of the evidence to be presented against the student.
 - 2. The penalty, if any, which the building administrator has recommended in the charge, and any other penalty to which the student may be subject.
 - 3. A description of the hearing procedures provided along with procedures for appealing any decision rendered at the hearing.
 - 4. A statement that the building administrator, legal counsel for the school, the student, the student's parent or guardian, and/or the student's representative (or legal counsel) shall have the right to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct, and the right to know the identity of the witnesses to appear at the hearing and the substance of their testimony.
 - 5. A form on which the student, student's parent, or guardian may request a hearing to be signed by such parties and delivered to the building administrator or Superintendent in person or by registered or certified mail as prescribed by state law.
- d. Nothing in this policy shall preclude the student or the student's parent/guardian or representative from discussing and settling this matter with appropriate school personnel prior to the hearing.
- e. If a hearing shall be requested within five school days of the receipt of the written notice by the student or the student's parent or guardian, the Superintendent shall appoint a hearing examiner and all of the provisions of the Nebraska statutes which relate to such a hearing shall be adhered to.
- f. If the student, parent or guardian institutes the appeal following the determination of the Superintendent, they may appeal to the Springfield Platteview Community Schools Board of Education. Such an appeal shall be made within seven school days following receipt of the written notice of the determination of the Superintendent.
- g. A hearing shall be held before the Board of Education within a period of ten school days after it is requested and such time for a hearing may be changed by mutual agreement of the student and Superintendent, except that the hearing may be held before the Board of Education of not less than three members.

Dress Code:

Platteview Central's Junior High staff believes that there is a connection between student dress and academic success. As such, any attire that detracts from the learning environment is not acceptable. Students should dress in a manner that takes into consideration the educational environment. The following guidelines are not intended to be entirely inclusive of all dress code situations. Therefore, school administrators will have the final decision when applying the guidelines to student appearance standards.

Shirts/Tops

- Must not include tank tops, spaghetti straps, halter tops, strapless tops, racer back tops. Tank tops are any sleeveless top with a strap of less than 2 inches. Apparel that is revealing, backless, too tight, or *low cut* will not be allowed.
- Must not include any reference to a gang.
- Must not include any defamatory writing, obscene language or symbols, or symbols of drugs, sex or alcohol.
- Must not expose any part of the midriff when sitting, bending, or standing.

Pants/ Shorts

- Must not expose undergarments when sitting, bending, or standing.
- Must be worn at the waist at all times and not sag.
- Must not include any reference to a gang.
- Must not include any defamatory writing, obscene language or symbols, or symbols of drugs, sex or alcohol.
- Must cover the entire buttocks when sitting or bending and have at least a 2 inch inseam.
- Must not be see-through.
- Must not be severely ripped, have large holes, or be torn above acceptable length for shorts.

Shoes

- Must be worn at all times.
- Must be closed-toe shoes for any type of physical activity.

Accessories

- Must not present a safety hazard to self or others at the administrator's discretion.
- Must not include any defamatory writing, obscene language or symbols, or symbols of drugs, sex or alcohol.
- Must not include hats, stocking caps, hoodies, or any other head apparel inside school building unless for pre-approved religious, medical or safety reasons. Headbands are only to be worn for the purpose of holding one's hair in place.
- Must not include sunglasses worn inside any building.

Other Guidelines

- Must not include pajamas or other loungewear.
- Must not include under-garments worn as outer-garments.
- Must not contribute to an atmosphere of threat, intimidation, or negative peer pressure.
- Must not display anything that is otherwise illegal to possess at school.
- Prohibited is dress which causes or has the potential to cause either a substantial disruption or material interference with the educational process or may be offensive to a group of students.

Inappropriate Clothing

All Staff members have been given the responsibility to check for inappropriate clothing. Students wearing inappropriate clothing will be referred to the administration or counselor. The inappropriate clothing will be documented and an appropriate sanction will be administered. Sanctions could be as little as asking the student to turn a shirt inside out or cover an objectionable part of the clothing to suspension from school for repeat offenders.

Student Code of Conduct and Discipline:

Code of Conduct: The students, teachers, support staff, and administration at Platteview Central Junior High strive for an atmosphere of cooperation, mutual respect, safety, and an equal opportunity to learn for all students. Discipline is essential to maintaining a quality learning environment, which will enable students to achieve at their highest level(s) of success. Students will be required to behave appropriately at school to meet these objectives at Platteview Central.

Student Discipline: The teaching and administrative staff will maintain close contact with the parents and students in disciplinary matters. All parents and students are asked to understand that all possible circumstances that may lead to a student being disciplined cannot all be listed in this handbook. The rules listed in this handbook represent the most frequently violated policies in most schools. The principal will be required to handle all other situations that occur in the school and use the legal remedies available to them to resolve situations and maintain a safe and productive learning environment.

Behavior Expectations and other areas of student conduct:

- 1) Keep **hands, feet** and objects to yourself.
- 2) Use **appropriate language and keep volume level of voice** down on campus.
- 3) **Snacks and gum** are allowed on campus, however certain teachers may not allow these in the classroom. You must respect different rules in different classrooms. We ask that you respect the school property and not put gum under desks or litter on floors of school. Snacks and gum are a privilege and can be revoked if the school is not kept clean. Healthy snacks only to start 3rd period.
- 4) **No running** on campus.
- 5) **No throwing objects**, such as snowballs or rocks.
- 6) **Water pistols and fake weapons** are NOT allowed on school grounds. These can be mistaken for real weapons and cause a substantial disruption to the school environment.
- 7) **Public Displays of Affection** are not allowed on campus. Hugging, kissing, and other forms of intimate behavior are prohibited.
- 8) **School Vandalism** is the willful destruction of school or personal property and is prohibited. Students and parents are required to pay for any damage done to school or personal property and students will face appropriate consequences.
- 9) **Gang language, signs, and clothes are strictly prohibited.** Students will face at minimum a detention and up to a long term suspension for gang related behavior.
- 10) If a parent and student decides an **Electronic Device**, such as cell phones or ipods are important to bring to school, please remember:
 - The district and school are NOT responsible for the loss or theft of any of these types of devices.
 - In order to use these items, teacher permission must be obtained in order for their use to be acceptable.
- 11) **Bullying** is unacceptable. Students are severely affected by continual jokes/harassment being made at their expense. Students who choose to make fun of or continuously joke about other students will face consequences from a detention up to a long term suspension.

Fighting and Violence:

Fighting on school property, fighting directly adjacent to school property during school hours, fighting at bus stops or on the way to or from school, and/or setting up a fight to be held off school campus, and/or fighting at school sponsored activities will result in disciplinary action to include suspension or expulsion. Causing or attempting to cause physical injury to a school employee or to any student will result in suspension or expulsion. Regardless of how a fight starts, any student guilty of posturing to fight, throwing punches, and/or contributing to the fight may be suspended. The principal will investigate the fight and one student may have more consequences than the other student involved depending on the circumstances of the fight. Self-defense is allowed when a student chooses to walk away and is assaulted by another student.

Platteview Central Bullying and Cyberbullying Plan

Tier One: Low Level Bullying; i.e. occasional name calling, bumping, pushing, shoving in the hallway, teasing, organizing behaviors to hurt others.

Intervention for Bully:

- 1st offense: behavior stops immediately and given an opportunity to correct behavior
- 2nd offense: meeting with counselor and/or principal (phone call home)
- 3rd offense: detention(s) assigned based on behaviors and meeting with counselor
- 4th offense: Saturday School or a 3 hour cognitive behavior intervention session with the counselor

Support for Victim:

- 1st offense: behavior from bully will stop, and should tell adult if bullying continues to occur
- 2nd offense: meet with counselor for self-assessment and discussion
- 3rd offense: ongoing counselor intervention and support

Tier Two: Cyberbullying and Tier One escalated, verbal and physical intimidation

Intervention for Bully:

- 1st offense: removal of iPad for cyberbullying, meeting with counselor, and possible discipline consequences
- 2nd offense: detention(s) assigned, possible Saturday School or 3 hour cognitive behavior counseling
- 3rd offense: Saturday School and continued counseling

Support for Victim:

Ongoing self-assessment and support from counselor

Tier Three: Cyberbullying continuing from tier two, name calling beyond tier one or two, physical injury, or sexual harassment

Intervention for Bully: (in all offenses possible law enforcement intervention)

- 1st offense: detention, Saturday School or 3 hour cognitive behavior intervention
- 2nd offense: ISS and/or Saturday School and continued counseling
- 3rd offense: OSS and counseling
- 4th offense: possible expulsion

Support for Victim:

Immediate meeting with counselor in all offenses listed above.

Bullying, Hazing, and/or Harassment of Students

Bullying and/or harassment of students are prohibited. Harassment and bullying mean physical or psychological abuse of another student by means of verbal or physical threats, intimidation, insults or other aggressive behavior and include abuse based upon race, ethnicity, gender, religion, sexual orientation, or disability. Hazing means forcing a student to risk or suffer physical or mental harm or degradation to join, participate, or remain in a school-affiliated organization. If a student believes that he or she has been harassed, bullied, or hazed, the student and/or parent should report the behavior to the principal and/or counselor. Students who engage in harassment, bullying or hazing will be subject to disciplinary and possible criminal sanctions. *Students and parents should be aware that*

bullying, hazing, and harassment off school grounds through various means including Facebook, text messaging, Twitter, Instagram, Snapchat, and other modes of social networking could lead to school disciplinary action(s) if the bullying, hazing, and/or harassment affects another student's learning or disrupts the educational environment here at school. Bullying, hazing, and harassment will not be tolerated at Platteview Central Junior High. Required counseling and/or consequences will be applied when appropriate to ensure behavior stops.

Abusive Language:

The use of abusive, derogatory, profane, or obscene language or gestures is prohibited and offenders may be given detention(s) or suspended from class or school.

- **Abusive language means: any words spoken or written about any student or school employee which may be interpreted as slanderous or defamatory including, but not limited to: racial, ethnic, religious background, sexual orientation or physical appearance.**

Mace/Tear Gas:

The topic of mace/tear gas canisters for self protection has become a current concern in schools. Due to the unpleasant and potentially harmful effect that this gas can have on people, these canisters will be considered a weapon when discharged in school unless being used for legitimate self defense. Accidental discharge of a canister will be viewed as the use of a weapon carelessly. Mace or tear gas are prohibited from being brought to school.

Tobacco Policy

The use of tobacco products is prohibited in all school buildings and all school vehicles. Smoking shall also be prohibited in any area where school staff, students or members of the public may be present or may be affected by the smoke, including without limitation the stands and bleachers of outdoor athletic fields and near the entry of school buildings. For purposes of this policy, tobacco means any tobacco product (including but not limited to cigarettes, cigars and chewing tobacco), vapor products (such as e-cigarettes, "juuls", non-medical, and other vapor dispensers - regardless whether such products contain nicotine), alternative nicotine products, look-alike tobacco products, and products intended to replicate tobacco products either by appearance or effect.

Drug dogs/Locker Searches:

Drugs and weapons are a safety concern for every school. Parents and students are here notified that, since the lockers at Platteview Central are the property of the school and loaned to the students for use during the school year, searches of lockers by school officials based on reasonable suspicion of rule violation may occur. In addition, drug sniffing dogs can/will be brought to the school to canvas the locker area on a regular basis. Lockers will be searched based on alerts by the drug dogs.

Drug Dog Policy:

The District retains the right to utilize the services of area law enforcement authorities' canine units in the detection of illegal drugs and/or contraband at any time, announced or unannounced at the District's schools.

1. A building principal may request the canine unit be utilized to search all inside areas of a school building at any time.
2. A building principal may request that a canine unit be utilized to search vehicles on school property during or after school hours. If a dog alerts to a student's vehicle, the student will be required to unlock the vehicle doors and trunk for an internal inspection. Any refusal to unlock the vehicle will be handled by law enforcement.

3. Any illegal drugs and/or contraband found on school grounds, whether in a student locker, vehicle, or any other place on school grounds, will be confiscated and the student may be subject to disciplinary action specified in the student handbook.
4. The student's parent(s) or guardian(s) shall be notified should illegal drugs and/or contraband be discovered.

In-School Suspension:

An alternative to out-of-school suspension is in-school-suspension. The administration can choose to assign students to serve suspension days for most ordinary reasons in the In-School suspension facility. While serving ISS, students will be provided all assigned work from their classes to be completed while serving ISS. Students may also be assigned a writing activity to be completed for each day in ISS.

Any student who does not comply with the rules of ISS will be suspended out-of-school for a period of time (generally two days). At the conclusion of out-of-school suspension time, the student will be returned to ISS to complete the original suspension.

Students in ISS are not allowed to talk to other students. They are not allowed to eat, drink, or sleep while in ISS. There will be one restroom break per half day.

Saturday School:

An alternative to out-of-school suspension or in-school-suspension is Saturday School. The administration can choose to assign students to serve Saturday School for most ordinary reasons when student cooperation has been insufficient. While serving Saturday School, students will be provided all assigned work from their classes to be completed during the time assigned. The value of Saturday School over ISS or OSS is that class time is not missed when assigning Saturday School, while Saturday school also serves as a deterrent when students are considering poor choices while at school. Saturday school assignments will typically be from 8 AM to Noon, but can be assigned at other times to meet scheduling demands.

After-School Detentions

Teachers may assign students detentions after school for inappropriate behavior in the classroom or hallway. Each teacher has their own expectations and rules to be followed in their classroom. Students will be given a warning for inappropriate behavior or not following rules before assigning a detention. Detentions are after-school for 35 to 45 minutes each, dependent on the violation. Individual teachers are generally responsible for supervising students in detention. Parents will be called or emailed to choose a day for the detention to be served so proper transportation home can be arranged. Students will never be held after-school without proper notification to parents. Once detentions are arranged, students that skip detentions may have consequences double for each time skipped.

Sexual Harassment:

Sexual harassment of students by any student, officer, administrator, or employee of the district is strictly prohibited. Sexual harassment is a violation of both state and federal law.

In the student context, sexual harassment includes any unwelcome conduct of a sexual nature directed at or to a specific student or students, or conduct that has the purpose or effect of unreasonably interfering with a student's work or performance, or which creates an intimidating, hostile, or offensive environment.

Both verbal and nonverbal conduct occurring outside the context of the district's authorized curriculum may constitute prohibited sexual harassment. Specific types of conduct which are prohibited include, but are not limited to, jokes, statements, or comments, whether derogatory or complimentary in nature, which either explicitly or by implication, contain or can reasonably be interpreted to contain or refer to matters of a sexual nature; physical contact, touching, or physical interference; and visual conduct such as gestures, pictures, posters, cartoons, drawings or other written, printed or published materials of a like or similar nature, which either explicitly or by implication, contain or can be reasonably inferred to contain matters of a sexual nature.

The district cannot prevent violations of this policy, unless such behavior is observed by the staff, or the staff is told of violations. If you have any reason to believe that you or any other student has been sexually harassed, you should immediately report the violation to your classroom teacher or counselor. If you feel that your classroom teacher or counselor do not give you satisfactory results, or if you feel that your classroom teacher or counselor is part of the problem or you are for any other reason uncomfortable in discussing the matter with that individual, then please contact the building principal or any other teacher or administrator of your choice, including, but not limited to, the superintendent of schools.

Except to the extent disclosures are required by law or are necessary for investigation or disciplinary action, all complaints will be kept confidential. You can be assured that you will not suffer any negative consequence as a result of bringing your concerns to the attention of the staff. All complaints will be promptly and thoroughly investigated. If the investigation reveals that you or others have been the subject of sexual harassment, appropriate disciplinary action will be immediately taken against the individual or individuals involved.

Those offenses that on their own may not lead to long term suspension or expulsion, if repeated, may lead to long term suspension or expulsion.

The guide beginning on the following page is used by Platteview Central Junior High to conduct disciplinary action. The code of conduct allows for interpretation by the administration due to circumstances and the severity of the incident.

Discipline Matrix Guide

Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd Intervention/ Consequence
A1 Assault on student without injury	ISS 1-3 days. Notify parents	OSS 1-3 days. Notify parents	OSS 5-10 days. Notify parents. Possible expulsion.
A2 Assault on student with injury	OSS 3-5 days. Notify parents and police. Possible recommendation for expulsion.	OSS 5-19 days. Notify parents and police. Recommendation for expulsion.	
A3 Assault on school personnel, with or without result of injury	OSS 10-19 days. Notify parents and police. Recommendation for expulsion.		
A4 Fighting	ISS/OSS 1-3 days. Notify parents.	ISS/OSS 3-5 days. Notify parents.	OSS 5-10 days. Notify parents. Possible expulsion.
A5 Threats, intimidating, or menacing another student, including hazing.	2 Detentions Administrative Documentation	ISS 3 Days. Notification of Parents	ISS 3-5 Days. Notification of Parents
A6 Threats, intimidating, or menacing school personnel.	Up to ISS 3 Days Notify parents	OSS 3-5 Days Notification of Parents Possible Expulsion	
A7 Swearing at school personnel	Up to ISS 3 Days Notification of Parents	OSS 3-5 Days Notification of Parents Possible Expulsion	OSS 5-10 days. Notify parents. Possible expulsion.
A8 Initiating threatening calls to school, i.e. bomb threats, etc.	OSS 5-19 Days Notify parents, police, and fire marshal.... Recommendation for Expulsion		

- The level of violence may affect the length of suspension.
- If both students are involved in physical contact, both are considered to have fought and using self-defense is not a defense.
- Individuals that verbally entice a fight, call out another student, or challenge the other students are also considered to be guilty of fighting if it results in a fight.

Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd Intervention/ Consequence
B1 Weapon	OSS 10-19 days. Retain the object. Notify parents and police. Possible Recommendation for expulsion.	Retain the object. Notify parents and police. Recommendation for expulsion.	
B2 Firearm	Mandatory 1 calendar year expulsion.		
B3 Nuisance or dangerous items: stink bombs, squirt guns, snowballs, etc.	Up to ISS 3 days. Notify parents.	ISS 3-5 days. Notify parents.	OSS 1-3 days. Notify parents.

Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd Intervention/ Consequence
C1 Possession, under the influence of, and/or use of alcohol, controlled substance, intoxicant or placebo/lookalike/imitation	OSS up to 19 days. Notify parents. Notify police. Recommend drug/alcohol evaluation.	Recommendation for expulsion.	
C2 Selling or offering a controlled substance, prescription drug, alcohol, and intoxicant of any kind	OSS up to 19 days Notify Parents and Police	Recommendation for expulsion	
C3 Possession and/or sale of drug paraphernalia.	OSS 5 days. Notify parents and police. Possible recommendation for expulsion.	OSS 5-10 days. Notify parents and police. Possible recommendation for expulsion.	Recommendation for expulsion.

Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd Intervention/ Consequence
D1 Robbery Use of Force or Fear	OSS 5 days. Notify parents and police. Possible recommendation for expulsion.	OSS 5-19 days. Notify parents and police. Recommendation for expulsion.	
D2 Extortion	Up to 2 Detentions Notify parents.	ISS 1-3 days. Notify parents. Notify police.	OSS 3-5 days. Notify parents and police. Possible recommendation for expulsion.

Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd Intervention/ Consequence
E1 Fire setting, arson.	OSS 10 days. Notify parents, police, and fire marshal. Reimburse district for loss. Recommendation for expulsion.		
E2 Graffiti or causing damage to school property, private property	ISS 1-3 days. Notify parents and police. Reimburse for loss	ISS 3-5 days. Notify parents and police. Reimburse for loss	OSS 3-5 days. Notify parents and police. Reimburse for loss. Recommendation for expulsion.
E3 Signaling false fire alarm, tampering with equipment or extinguishers.	OSS 3-5 days. Notify parents, police, and fire marshal. Reimburse district for loss.	OSS 5-19 days. Notify parents, police, and fire marshal. Reimburse district for loss. Possible recommendation for expulsion.	Recommendation for expulsion.

Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd Intervention/ Consequence
F1 Theft or attempted theft of school or private property.	ISS 1-3 days. Notify parents and police. Reimburse for loss.	ISS 3-5 days. Notify parents and police. Reimburse for loss..	OSS 1-5 days. Notify parents and police. Reimburse for loss. Possible recommendation for expulsion.

F2 Wrongful possession of school or private material	Up to ISS 3 days. Notify parents. Notify police.	ISS 3-5 days. Notify parents. Notify police.	OSS 3-5 days. Notify parents. Notify police. Possible recommendation for expulsion.
F3 Knowingly receiving stolen school property.	OSS 3 days. Notify parents. Notification of police. Reimburse for loss.	OSS 3-5 days. Notify parents and police. Reimburse for loss.	OSS 5 days. Notify parents and police. Reimburse for loss. Possible recommendation for expulsion.

Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd Intervention/ Consequence
G1 Smoking, E-cigarettes (vapor cigarettes, juuls) or use of tobacco products.	Up to ISS 3 days. Notify parents.	OSS 1-3 days. Notify parents.	OSS 5 days. Notify parents.
G2 Possession of matches, lighter, or cigarettes (including E-cigarettes, juuls, or vapor cigarettes)	Up to ISS 3 days. Confiscation of matches, lighter, or cigarettes. Notify parents.	ISS 3-5 days. Confiscation of matches, lighter, or cigarettes. Notify parents.	OSS 1-3 days. Confiscation of matches, lighter, or cigarettes. Notify parents.

Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd Intervention/ Consequence
H1 Written or oral harassment: including profane or abusive language/gestures towards staff or students, bullying, jokes, slurs, graphic or verbal comments about an individual's body of a sexual nature or racial background.	Conference with Administrator AND/OR detention(s) Assigned based on nature of abusive act. ISS up to 3 days. Notify Parents	ISS up to 5 days. Notify parents.	OSS up to 5 days AND/OR consideration for expulsion. Notify parents.
H2 Visual harassment: offensive posters, pornography, photos, cards, cartoons, graffiti, drawings, objects or gestures, PDA, and locker décor.	ISS up to 3 days	ISS 3 days. Notify parents.	ISS 3-5 days. Notify parents.

H3 Physical harassment: Intentional or obvious unwelcome or offensive physical contact.	ISS up to 3 days. Notify parents and police.	ISS up to 5 days. Notify parents and police.	OSS 3-5 days. Notify parents and police. Recommendation for expulsion.
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****Please refer to the Platteview Central JH policy included in Student Rights and Responsibilities. The victim may take action beyond the scope of building discipline in regards to harassment.

Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd Intervention/ Consequence
I1 Defiance of authority. Failure to obey a direct instruction including lying and refusing to provide or falsifying information.	Up to 2 detentions. Notify parents.	ISS 1-3 days. Notify parents.	ISS 3-5 days. Notify parents.
I2 Disruption of school activities, i.e. excessive talking, horseplay, play fighting, misuse of passes, etc.	Conference with administrator.	2 detentions. Notify parents.	ISS 1-3 days. Notify parents.
I3 Disruption while in ISS	OSS for 2 days. Return to complete ISS days assigned.	OSS 3 days. Return to complete ISS days assigned.	OSS 5 days. Recommendation for expulsion.
I4 Use of electronic devices, iPods, laser pointers, etc. (see Cell Phone Policy bottom of page 41)	Confiscate device. Conference with administrator. Device may be reclaimed at the end of the school day.	Detention. Confiscate device. Conference with administrator.	2 Detentions. Confiscate device. Parent picks up the device.
I5 NO SHOW to after school detention assigned by an administrator.	Assignment to 2 detentions.	ISS 1 day	ISS 1-3 days
I6 Any lunchroom misconduct	Detention.	2-5 Detentions. Notify parents.	ISS 1-3 days. Notify parents.

I7 Fraudulent use of school or public phone	ISS 1-3 days. Notify parents. Notify police.	ISS 3-5 days. Notify parents. Notify police.	OSS 5 days. Notify parents. Notify police.
I8 Buying or selling food, drinks, or any unauthorized use of a student id number.	Detention. Notify parents.	ISS 1-3 days. Notify parents.	ISS 3-5 days. Notify parents.
I9 Falsifying or altering signatures, misrepresenting or calling self in.	ISS 1-3 days. Notify parents.	ISS 3-5 days. Notify parents.	OSS 1-3 days. Notify parents.
I10 Gambling in any form: pitching coins, dice, wagering with cards, etc.	1-3 Detentions. Conference with Administrator.	3-5 Detentions. Notify parents.	ISS 1-3 days. Notify parents.
I11 Wrongful use of skateboard, roller blades, bicycles, etc. on school property	Confiscate. Notify parents. Parents must pick up.	1 detention. Confiscate. Notify parents. Parents must pick up.	2 detentions. Confiscate. Notify parents. Parents must pick up.
I12 Truancy (1 period)	2 Detentions.	3-5 Detentions.	ISS 1 day. Notify parents.
I13 Truancy (More than 3 periods)	ISS 1-3 days.	ISS 3-5 days.	
I14 Unauthorized entry into any unattended school area	Detention.	2-5 Detentions.	ISS 1-3 days.
I15 Loitering	Conference with administrator. May issue detention.	2 Detentions	3-5 Detentions
I16 Leaving school without following procedure	Detention Notify parents.	2-5 Detentions. Notify parents.	ISS 1-3 days. Notify parents.

I17 Willful violation of other school rules and regulations (i.e. bringing open beverages into the building, dress code violation, etc)	Warning issued to student. Staff may confiscate and retain items for parent. Clothing changed or corrected.	2 Detentions Clothing changed or corrected.	3-5 Detentions Clothing changed or corrected
I18 Violating the closed campus policy	Detention.	1-3 Detentions.	ISS 3 Days. Notify parents.
I19 No show for Teacher detention	2 Detentions.	4 Detentions.	ISS 1-3 Days. Notify parents.
I20 Misconduct for a Guest Teacher	2 Detentions.	ISS 1-3 days. Notify parent.	ISS 3-5 days. Notify parents.
I21 Continual violation of school rules	ISS 3-5 Days. Notify parents.	OSS 1-3 Days. Notify parents.	OSS 3-5 Days. Notify parents.
I22 Violation of Tardy Policy	See Tardy Policy (p. 45)		
I23 Cell Phone/Device Violation	See Personal Phone Policy Below Additional Consequences may apply		
I24 Misuse of School issued technology (iPad or other)	See iPad Policy Below Additional Consequences may apply		
I25 Posting images or video AT school on Social Media without student or adult consent	2 Detentions and violation of phone or iPad as listed below	1-3 days of Suspension (in or out of school)	

Personal Phone Policy, Unauthorized Use

1st Violation	Device Confiscated	Returned at End of Day	
2nd Violation	Device Confiscated	Returned at End of Day	Lunch Detention
3rd Violation	Device Confiscated	Returned at End of Day	2 Week Loss of Phone (office)
4th Violation; 5th...	Device Confiscated	Returned at End of Day	4 Week Loss of Phone (office)

iPad Policy, Gaming or Unauthorized Use

1st Violation	Parents Notified by Teacher	Warning
2nd Violation	Parents Notified by Teacher	Lunch Detention
3rd Violation	Parents Notified by Administrator	After School Detention
4th Violation	Parents Notified by Administrator	3 Lunch Detentions
5th Violation	Parents Notified by Administrator	3 After School Detentions
6th Violation	Parents Notified by Administrator	1 Week Lunch & After School Detentions
7th Violation	Parents Notified by Administrator	2 Week Lunch & After School Detentions
	Consider -->	Loss of iPad for a Set Amount of Time

Food and Drinks

Food and drinks are prohibited at Platteview Central, except these limited scenarios as described below:

** A snack (healthy options only) may be eaten during the first five minutes of Period 3 each day.

** A clear water bottle is allowable at all times at Platteview Central. The bottles can only contain water. Non-clear bottles will be confiscated and returned at the end of the day and not allowed to return to school.

No other food or drink is allowed, except at lunch, under any circumstances, unless pre-authorized by a teacher or sponsor. Consequences for abuse of this rule will start with confiscated food or drink (not returned), and can lead to detentions or Saturday School.

Excused vs. Unexcused Absence:

Circumstances of Absences – Definitions. The circumstances for all absences from school will be identified as **School Excused** or **Not School Excused**.

Excused Absence. Absences should be cleared through the Principal's office in advance whenever possible. All absences, except for illness and/ or death in the family, require advance approval.

An absence for any of the following reasons may be excused, provided the required procedures have been followed:

- . Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents),
- . Illness which causes a student to be absent from school,
- . Doctor or dental appointment which require student to be absent from school,
- . Court appearances that are required by a court order,
- . School sponsored activities which require students to be absent from school,
- . Family trips in which student accompanies parent(s)/legal guardian(s), and
- . Other absences which have received prior approval from the Principal.

The Principal shall have the discretion to deny approval for any of the foregoing reasons, depending on circumstances such as the student's number of other absences (in which case the principal may ask for doctor notes excusing student from school), the student's academic status, 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.

Not School Excused. Absences that are not school excused may result in a report to the county attorney and may be classified as follows:

- . Parent acknowledged absences are those in which the parent communicated with the school in the prescribed manner that the child is absent and is the parent's responsibility for the extent of the school day. This includes, but is not limited to, illness, vacations, and medical appointments, which are excessive in nature.
- . Other absences are those in which the parent has not communicated a reason for the student's absence.

Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have “excessive absences.” Such absences shall be determined on a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:

- . Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child; and
- . One or more meetings between the school’s attendance officer, the child’s parent(s) or guardian(s), and the child, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall consider, but not be limited to:
 - (i) Illness related to physical or behavioral health of the child;
 - (ii) Educational counseling;
 - (iii) Educational evaluation;
 - (iv) Referral to community agencies for economic services;
 - (v) Family or individual counseling;
 - (vi) Assisting the family in working with other community services.

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

Informing Parents of Student Absenteeism

Although students may be excused from school, individual students (and parents) should not ignore the natural consequences of missing class. The grades earned by a student may be affected by extended or excessive absences.

Attendance letters will be sent home to parents when:

- * a student has five or more days of unexcused absences at any time during the school year;
- * seven or more excused absences in the first semester;
- * 15 total absences at any time during the school year; or
- * at the Principal’s discretion as deemed necessary.

Reporting Excessive Absenteeism to the County Attorney

The school may report to the county attorney when the school has documented the efforts to address excessive absences, the collaborative plan to reduce barriers

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

Attendance at School Activities

To participate in any after school or evening activity that is sponsored by the school, the student must be in attendance during the school day or not less than half the school day which includes the afternoon session of school (last four periods). This rule applies to school dances, band and choir performances, sporting events and club activities. Scenarios may apply where the principal may make exceptions.

Tardies

Being prompt is a valuable lifetime habit and should be encouraged by staff and parents. Tardiness affects everyone. A student who arrives late to school should report to the office to sign in. When students continue to be tardy to a class or school the following consequences will serve as a reminder to the importance of being on time and to help build proper habits. Tardies are kept on a 9-week basis, per period and include tardies to school. Regardless if parents call the school to notify the office, a student is still tardy if they do not have a valid reason (doctor note, appointment verification, etc.).

- 1) **1-2 Tardies** - student signs tardy sheet. These are considered FREE tardies.
- 2) **3-5 Tardies** - Lunch Detention assigned immediately.
- 3) **6-8 Tardies** - After School Detention assigned immediately.
- 4) **9 plus Tardies** - Parent meeting required. Student put on a tardy plan. The next school tardy will equal 8 AM to 11 AM Saturday school.

Locker Rules and Regulations:

Locker combinations will be given to students at the beginning of the school year. Lockers should be kept neat and appropriate at all times. There will be periodic "locker clean-outs" during the school year. **The school administration reserves the right to inspect lockers for any reasonable cause at any time during the school year.** Students should use only the locker assigned to them. Taking property not belonging to you is considered theft and will be subject to appropriate school discipline which can include suspension and expulsion. Students are not to tamper with other lockers ***nor give their combinations to another student(s).***

P. E. Lockers: Lockers are provided for Platteview Central student use during P.E. classes. Lockers come with built in combinations. It is expected that you lock up valuables at all times.

Any missing property should immediately be reported to the P.E. teacher. After reporting the missing property to the P.E. teacher, contact the school office manager and fill out a **Theft Report** when appropriate. Timeliness in this process is very important!

Child Abuse

To comply with current Nebraska Statute, Article 15, Abuse of Minor Children, Incompetent or Disabled Persons, Sections 28-1501 to 28-1508, any teacher or other school employee who suspects that a child's physical or mental health or welfare may be adversely affected by abuse or neglect shall report or cause a report to be made on any suspected case.

Abuse or neglect shall mean knowingly, intentionally, or negligently causing or permitting a minor child or an incompetent or disabled person to be (a) placed in a situation that may endanger his life or physical or mental health, (b) tortured, cruelly confined, or cruelly punished, (c) deprived of necessary food, clothing, shelter, or care, (d) left unattended in a motor vehicle, if such a child is six years of age or younger, or (e) sexually abused.

State School Law provides immunity from liability to those reporting or investigating child abuse.

School Dances

Dances will be held periodically throughout the school year. The dances are open to students in grades 7 and 8 only and anyone attending must be a student of Platteview Central. NO EXCEPTIONS WILL BE MADE.....this includes friends, relatives, and former students. The following are guidelines for school dances:

- 1) All regular school rules are in effect before, during, and after school dances. Students not following rules or displaying inappropriate behavior will be asked to leave the dance and parents will be called to come pick up the student.
- 2) All students are to enter the dance through the designated door. Students will not be allowed to leave the dance once being admitted unless a parent is picking them up early.
- 3) Students who are under the influence of drugs or alcohol will be referred to the police, parents will be called, and school disciplinary procedures will follow.

Drop-off and Pick-up of Students

There is a designated area in the southeast corner of the high school parking lot for student drop off and pick up. The drive in front of Platteview Central and circle radius at the south end of the drive is for bus traffic only. Personal vehicles are prohibited from entering this area. The parking stalls in front of PC are for staff only. The guest stalls are for guests that have business in the building. Please park in the designated stalls in the PHS lot (southeast corner) to drop off and pick up your student each day.

Safety Drills

Platteview Central will conduct a variety of safety drills throughout the year. All safety drills, which may include fire, severe weather, bomb, or intruder, are important precautionary measures. It is essential that when the first signal is given, everyone obeys instructions promptly and reports to the various areas assigned for safety. All classrooms have maps on where to go for safety and teachers will lead students to those areas of safety during a severe weather or crisis situation. Most importantly, it is critical to follow ALL teacher directions.

School Closings

Any time school may be closed due to inclement weather, please listen to local television stations and check the district website. Television will be notified as early as possible. PLEASE DO NOT CALL THE SCHOOL FOR INFORMATION ON SCHOOL CLOSINGS. If school is open during inclement weather, parents should decide whether or not their children should attend school. We will work with you on an excused absence.

Athletics

Various athletic programs are available for both male and female students. Activities throughout the school year include:

- 7th-8th grade boys' / girls' cross country (fall season)
- 7th-8th grade girls' volleyball (fall season)
- 7th-8th grade boys' football (fall season)
- 7th-8th grade boys' basketball (late fall season)
- 7th-8th grade girls' basketball (winter season)
- 7th-8th grade boys' wrestling (late winter season)
- 7th-8th grade girls' track (spring season)
- 7th-8th grade boys' track (spring season)

A current school physical must be on file prior to participation in athletic practices or games. A 7th grade physical to begin the school year counts as the athletic physical. 8th grade students are required to have a sports physical to participate in athletics.

Items regarding athletic department policies and problems will be handled within the confines of the athletic department first. All coaches are directly responsible to the Activities Director, who in turn is responsible to the Principal and Superintendent. Any concerns of the athletic department should first be brought to the coach, and if not resolved, to the Activities Director. If it is of such magnitude that requires outside suggestions or opinions, the Principal or Superintendent may be involved.

Fee Schedule

Program	Amount of Fee (\$) OR Specific Material Needed
PE / Physical Education	Soft Soled/Tennis Shoes and socks, running shorts, T-Shirt(s)
Music - Optional (Band)	Musical instruments and accessories (reeds, valve oil, etc.) Limited instruments are available for use by any student. Instrument Rental Fee is \$45 for Tier 1 and \$75 for Tier 2 per year for use of school owned instrument(s).
Classroom Supplies	Necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists which may be handed out by the office or individual teachers.
School Meals	Lunch - \$3.15; Milk - \$0.60; Breakfast - \$2.00; Prices are maximums based on one meal per day and will vary depending on the number of meals or items purchased by the student and may be adjusted during the year.
Lost or Damaged Books (textbooks)	Fees and fines up to \$15 for damaged books (rebinding). Lost or ruined books are charged replacement cost, generally at a maximum of \$70.
Yearbook	Yearbooks are published and made available annually at a cost estimated to be around \$20. Yearbooks are an optional purchase.
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge). Ten cents (.10) per page when charges apply.
iPad Use	\$20 per year, per student; \$80 maximum per family, per year.
iPad Damage or Lost/Stolen iPad	\$50 for severely damaged or broken iPad; \$25 for cracked iPad (still usable); \$300 for lost or stolen iPad
iPad Puck and Cord	\$10 to replace damaged/lost/stolen cord * \$10 to replace puck * \$20 for both
School iPad Case	\$30 to replace damaged/lost/stolen case
Admission to Events	\$5 maximum per event. Students may purchase activity fee pass for \$40 per year. District and conference events hosted by the school, cost to be set by NSAA will not exceed \$20 per event.
Athletic Physicals	Costs varies; payable directly to student's physician or clinic.
School Pictures	Students purchase pictures as desired and pay directly to photo company. Pictures are optional for purchase but necessary for yearbook(s).
Field Trips	Costs of school sponsored field trips will remain minimal. Costs will not exceed \$20 on any single occasion. Students are responsible for meals as directed by the school officials in charge of the trip.

Community Relations

Sportsmanship, Ethics, and Integrity

The Board of Education of Springfield Platteview Community Schools recognizes the value of extracurricular activities in the educational process and the values that students may develop when they have an opportunity to participate in organized activities outside of the traditional classroom.

Student participants and district appointed sponsors involved with school board and/or school approved extracurricular activities are expected to demonstrate the same level of responsibility and behavior at practice, competitions, and extracurricular events as is expected in the classroom. School district representatives and students are responsible for maintaining sportsmanlike behavior, exhibiting ethical conduct and demonstrating integrity. The Board of Education of Springfield Platteview Community Schools further encourages the development and promotion of sportsmanship, ethics, and integrity in all phases of the educational process as well as segments of the community. This includes administrators, participants, adult supervisors, parents, fans, spirit groups, and support/booster groups.

Spectators are permitted to attend extracurricular activities only as guests of the school district. Accordingly, as a condition of this permission, they must comply with the school district's rules and policies. Spectators will not be allowed to interfere with the enjoyment of the students participating, other spectators or with the performance of employees and officials supervising the extracurricular activity. Spectators, like the student participants, are expected to display mature behavior and sportsmanship. The failure of spectators to do so is not only disruptive, but also embarrassing to the students, the school district, and the entire community.

Any spectator, including adults, who behave in a manner that is not consistent with school district expectations and this policy, may be removed from the event by security personnel, school officials, or by the individual in charge of the event. In addition, the individual may be denied admittance to future school events or activities for a specified period of time. School officials shall send a notice of exclusion from future extracurricular activities to the spectator involved. Such notice is to be provided from the activities director and/or the respective building principal. Due process shall be provided in accordance with school district policies and shall include the opportunity for a hearing with school officials. In the event the spectator removed or denied future admittance is a student from a visiting school, an effort will be made to work with the administration of the visiting school with respect to future exclusion.

The district shall also have full authority to invoke penalties or pursue legal action as consistent with district rules, regulations, school board policies, and Nebraska and Federal laws.

To protect the rights of students to participate without fear of interference and to permit the sponsors and officials of extracurricular activities to perform their duties without interference, the following provisions are in effect, but not limited to:

1. Abusive verbal or physical conduct of spectators directed at participants, officials or sponsors of extracurricular activities or conduct that interferes with the administration of the extracurricular activity will not be tolerated.
2. The use of vulgar or obscene language directed at students, officials or sponsors participating in an extracurricular activity or at other spectators will not be tolerated.

The Board of Education of Springfield Platteview Community Schools hereby adopts the following Spectator Code of Sportsmanship Behavior, Ethics, and Integrity.

It is the responsibility of the spectator to:

1. Keep cheers positive. There should be no profanity or degrading language / gestures.
2. Avoid actions that offend visiting teams or individual players
3. Show appreciation of good play by both teams
4. Learn the rules of the game in order to be a better informed spectator.
5. Treat all visiting teams in a manner in which you would be expected to be treated.
6. Accept the judgment of coaches and officials.
7. Encourage other spectators to participate in the spirit of good sportsmanship
8. Obey the instructions of school employees and officials supervising the extracurricular activity.

Date of Adoption: May 10, 2004

Board of Education Policy 1114

FERPA Notification of Rights for Springfield Platteview Community Schools

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

1. The right to inspect and review the student's education records within 45 days after the day Springfield Platteview Community Schools receives a request for access.

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

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask Springfield Platteview Community Schools to amend a record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who 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, auditor, medical consultant, or therapist; 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 has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

[Optional] Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Springfield Platteview Community Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

[NOTE: In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.]

[Optional] See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))

- Information the school has designated as “directory information” under § 99.37. (§ 99.31(a)(11))

**Family Educational Rights and Privacy Act (FERPA)
Notice for Directory Information for Springfield Platteview Community Schools**

[Note: Per § 99.37(d), your school may adopt a limited directory information policy. If you do so, the directory information notice to parents and eligible students must specify the parties and/or purposes that may receive directory information.]

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Springfield Platteview Community Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, Springfield Platteview Community Schools may disclose appropriately designated “directory information” without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow Springfield Platteview Community Schools to include this type of information from your child’s education records in certain school publications. Examples include:

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

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.

[Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]

If you do not want Springfield Platteview Community Schools to disclose directory information from your child’s education records without your prior written consent, you must notify the District in writing by August 18, 2015. Springfield Platteview Community Schools has designated the following information as directory information: **[Note: an LEA may, but does not have to, include all the information listed below.]**

- | | |
|--------------------------|----------------------------------|
| -Student’s name | -Participation in officially |
| -Address | recognized activities and sports |
| -Telephone listing | -Weight and height of members of |
| -Electronic mail address | athletic teams |
| -Photograph | -Degrees, honors, and awards |

- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level

- received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

**Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)
Springfield Platteview Community Schools**

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of*–
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect*, upon request and before administration or use –
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Springfield Platteview Community Schools will/has develop[ed] and adopt[ed] policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Springfield Platteview Community Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Springfield Platteview Community Schools will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Springfield Platteview Community Schools will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys

listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

DRESS AND PERSONAL APPEARANCE

DRESS CODE GUIDELINES

Clothing must be appropriate for school settings in order to provide a safe and orderly environment for all students to learn. The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians. The educational setting requires a higher standard of dress than a student might wear outside of school.

The dress code expectations, unless specifically noted or unless certain events and activities have their own dress expectations, apply to students during the school day, at school dances, and at school activities (home and away).

Allowable Dress and Grooming

- Students must wear clothing including both a shirt that covers the majority of the torso area without exposing any undergarments or private areas, with pants or skirt, or the equivalent and shoes.
- Shirts and dresses must have fabric in the front, back, and on the sides. Fabric covering all private parts must not be see through.
- Clothing must cover undergarments and all private parts during all normal movements as a part of the school day.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
- Specialized courses or activities may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress and Grooming

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Baseball hats, caps, visors, etc. are not allowed in and cannot be carried around the building at any time when school is in session.
- Students may wear hoodies, but must keep the hood off their heads. Administration will consider accommodation requests on an individual basis for students who wear special clothing as required by religious beliefs, disability, or other applicable laws.
- Dressing, grooming, or engaging in speech that is lewd or indecent, vulgar, or plainly offensive.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected status.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff or disrupt the orderly operations of the school. If the student's attire or grooming threatens the health or safety of any other person or disrupts the operations of the school, the student may be asked to change and discipline for ongoing dress or grooming violations will be consistent with discipline policies for similar violations.

- Clothing with words, pictures, or phrases that depicts violence or intimidation may not be worn.
- Slippers may not be worn as shoes.

Students who are in violation of the school dress code will:

1. Be educated on the reason this clothing is not allowed in a school setting, and when possible be given the opportunity to remove the item(s).
2. Be given the opportunity to change into other clothes they have available at the school or school issued clothing in order to find items that are appropriate to wear.
3. When the first two are not viable options, the student's parent or legal guardian will be contacted to bring appropriate clothing for the student to change into.
4. Repeated violations could result in school consequences.
5. Students will not be allowed to return to classes until they are in compliance with the school dress code. NOTE: Schools may communicate additional information on dress code expectations to students and parents/guardians.

Dress Code/Accessories at School Activities

At school activities, students shall be required to follow NSAA appearance/support item guidelines, found at www.nsaahome.org, and stated as follows: In the chart on the following page, ONLY those items marked "yes" will be allowed as fan/spectator support items.

PROHIBITED ITEMS: Confetti/shredded paper, powder, laser light/pointer, flashing objects, miniature sports balls, objects or candy thrown into the crowd, artificial noise makers (including but not limited to horns, cow bells, bells, buzzers, clickers, thunder sticks, rattles, instruments not part of a band), whistles, air horns, sirens, cannons/muskets/guns/fireworks, and live animals.

Our teams may be subjected to NSAA penalties—during a game or contest—if our students fail to follow the above-stated NSAA appearance/support item guidelines. We understand that standards for student appearance/dress at school activities may differ from those of the school building or classroom, but students are still subject to the authority of school staff regarding appearance/dress. Attendance at school activities is a privilege, not a right.

Violation of the expectations set forth in this policy relative to dress code/accessories at school activity will be referred to the school administration. Consequences for non compliance (or violating any) of the outlined expectations above may result in disciplinary action up to and including student and/or parent conference, suspension from school or from attending future contests, etc. depending on the severity of (and nature of) the offense.



Fan/Spectator Support Items

In the Chart below, ONLY those items marked “Yes” will be allowed as fan/spectator support items at all NSAA Sub-District, District, State Playoffs and State Championships.

Sportsmanlike vocal cheering and support from the team bench area are encouraged. The items indicated on this page are for use by fans/spectators.

Prohibited items: Confetti/shredded paper, powder (baby, talc, etc.), laser light/pointer, flashing objects, miniature sports balls, objects or candy thrown into the crowd, artificial noise makers, (included but not limited to horns, cow bells, bells, buzzers, clickers, thunder sticks, rattles, instruments not part of a band), whistles, air horns, sirens, cannons/muskets/guns/fireworks, live animals

The use of unmanned aerial vehicles (UAV), also known as drones, is prohibited for any purpose by any person at any NSAA post-season tournament venues. For purposes of this policy, a UAV is any aircraft without a human pilot aboard this device. This prohibition applies to all fields of play, courts, arena, mats, gym floor or pool, and includes a ban on the entire facility being used as part of the NSAA event, including the spectator areas and parking areas. Tournament management shall refuse admission or entry to anyone attempting to use a UAV; and if necessary, Tournament management shall remove anyone attempting to use a UAV and/or confiscate the UAV. An exception to this policy, in writing, may be made in specific cases for NSAA broadcast partners, provided the Management of the tournament facility permits the presence of UAVs for broadcast purposes under the control of the NSAA (2015).

Regulations listed are subject to facility restrictions.

SPORT	BA	BB	CC	FB	GO	SO	SB	SW	TE	TR	VB	WR
Balloons	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No
One School Banner per school	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Hand held signs	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Megaphones (school recognized cheerleaders only)	Yes	Yes	Yes	Yes	NA	Yes	Yes	Yes	Yes	No	Yes	Yes
Shirts on student spectators (required) AR 3.3.11	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Shirts on general spectators	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Team Introduction Run-throughs or Break Away Banners	Yes	Yes	Yes	Yes	NA	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pompoms, spirit towels	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Prerecorded music that has been approved by the Host Administration may be played during pre-contest warm ups provided that a high school band is not available to play during that time.	Yes	Yes	Yes	Yes	NA	Yes	Yes	Yes	No	No	Yes	Yes
School bands	Yes	Yes	Yes	Yes	NA	Yes	Yes	Yes	Yes	NA	Yes	Yes
Carried school flags (Running/taunting prohibited)	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Key: BA-Baseball, BB-Basketball, CC-Cross Country, FB-Football, GO-Golf, SO-Soccer, SB-Softball, SW-Swimming & Diving, TE-Tennis, TR-Track & Field, VB-Volleyball, WR-Wrestling, NA-Not Apply

Platteview High School

2021-22 STUDENT HANDBOOK



Introduction

For us to be successful, it will take all of us.

“No one can whistle a symphony. It takes a whole orchestra to play it” (H.E. Luccock).



2021-22 Platteview High School Student Handbook

PHS Administration

Ron Alexander, Principal/7-12 Athletic Director

Mike McLaughlin, Assistant Principal/Activities Director

Jerry Layher, Assistant Activities Director/Assistant Athletic Director

Counseling Department

Amie Christiansen, Counselor, 10th-12th grade students

Sarah Svoboda, Counselor, 9th grade students (transition from PC, scheduling)

Main Office Staff

Jackie Case, Administrative Assistant, Financial

Catherine Dodd, Administrative Assistant

Raina Dunston, Administrative Assistant

Heather Wienk, Administrative Assistant

Department Chairs

Amie Christiansen, Special Education and Student Services

Jon Comine, Social Sciences

Alex Dostal, Mathematics

Kirsten Ehrke, World Languages

Jim Jennings, Career Education

Scott Jenson and Adam Kuhl, Physical Education and Health

Michael Kersulov, Language Arts

Jerry Layher, Performing and Visual Arts

Sarah Ortiz, Science

Handbook formally approved by the SPCS Board of Education on Monday, July 12, 2021

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INTRODUCTION

Section 1: Intent of Handbook

The intent of the Platteview High School Student Handbook is to serve as a reference for students, parents and staff. The Handbook should provide students and parents a guide to the rules, regulations, and general information about Platteview High School.

It is required that students and parents take the time to read and become familiar with all of the contents within the Student-Parent Handbook. Ultimately, students will be held accountable for knowing and following the rules, regulations, and general information as a student at Platteview High School. Parents must submit the provided form as acknowledgment of having read the Handbook prior to the student being able to check out an iPad for the current academic year.

Although the information found in this Handbook is detailed and specific on many topics, the Student 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. The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to assure the well-being of all students. The administration will be responsible for interpreting the rules contained in the Student Handbook. Should a situation or circumstance arise that is not specifically covered in the Student Handbook, the administration will make a decision based upon all applicable school district policies, state and federal statutes and regulations.

Letter to Students and Parents

Students and Parents:

On behalf of the faculty and staff of Platteview High School, I would like to welcome you to the 2021-22 school year. It is our desire to make the Platteview High School experience exceptional. For this to happen, it will require a community effort that is best accomplished through a partnership by everyone involved. At

As students, you are charged with being engaged in your education, creating the type of school community and culture that is respectful and considerate of others and with being involved in activities and offerings outside of the classroom.

Engagement

Being engaged in your education will start with declaring a diploma path. A student's graduation path choice helps shape the course offerings that a student will take over their tenure at PHS. Diploma path choices can change at anytime as interests change; however the important step is creating a roadmap to plan out your high school experience. Engagement is also being an active learner in all classes. This includes, but is not limited to, being on time daily, being present in class consistently, taking detailed notes, completing all assignments and projects on time, contributing to discussions and group work, communicating regularly with teachers and by preparing for all formative and summative assessments.

Respect

Creating the type of school culture and community we desire is everyone's responsibility at PHS. For a student, this area is actually quite simple. Students are expected to be respectful, to treat others with respect and to appreciate and celebrate each individual's unique differences.

Next, to be truly engaged a student must embrace two critical concepts. First, that it is okay to be challenged with rigor and high expectations. The rigor and expectations at PHS extend to all paths and all courses. Secondly, a student should embrace receiving a diverse education across all subject matters. Each course that a student takes has something valuable to be gained.

Involvement

Lastly, PHS has an outstanding selection of clubs, activities and athletic programs. The benefits of being involved in extracurricular programs are numerous. The NFHS produces a document entitled "The Case for High School Activities" that outlines the benefits of being involved. You may view the entire document in the appendix section. I would encourage you to find what interests you and take part. In addition to benefiting from the many benefits of participation as outlined by the NFHS, students who are involved in extracurricular offerings are much more likely to have a positive, well-rounded experience at PHS.

Faculty and staff also have a role and responsibility in making PHS exceptional.

Our staff vows to respect and value every student, to make learning relevant and to provide the type of educational setting that will challenge, nurture and invigorate students daily. Our faculty members spend a considerable amount of time in professional development opportunities preparing and equipping themselves to deliver on this pledge. Springfield Platteview Community Schools build daily collaboration into teacher's schedules to allow staff to pool their resources and to provide an avenue for continued growth throughout the year.

Finally, parent involvement in this process is vital.

I encourage parents to find ways to be involved in their child's education, to hold their child accountable to the expectations of PHS and to encourage students to advocate for themselves as they navigate the successes and challenges of high school. Parents too have to support that it is okay to be challenged with rigor and high expectations; as well as, reminding students that there is something to be learned from every class.

I sincerely hope that everyone is excited for the upcoming year as we are! Together, Platteview High School will be exceptional.

Sincerely,

Ron Alexander

Ron Alexander
Principal/7-12 Athletic Director
Platteview High School

Section 2: Board of Education

Lisa Roseland, President
Brian Osborn, Vice President
Brian Wichman, Secretary
Kyle Fisher, Member
Brenda Gunether, Member
Cori Swanson, Member

School Board Policies are found on the district website: <http://www.springfieldplatteview.org/>

Section 3: Administrative Team

Superintendent	Dr. Ryan Saunders
Director of Learning	Heidi Zierott
Director of Special Services	Jacci Lucas
Director of Technology	Frank Staskiewicz, Jr.
Director of Public and Community Relations	Nichole Baugh
Director of Buildings and Grounds	Greg Gentile
Director of Maintenance	Doug Mann
Principal/7-12 Athletic Director	Ron Alexander
Assistant Principal/Activities Director	Mike McLaughlin
Assistant Activities Director	Jerry Layher

Section 4: Certified Staff and Support Team

See Appendix Section for a complete staff listing

Section 5: School Calendar

2021-22 Platteview High School Calendar – found in Appendix section of this document.

The date for the statewide ACT test for all juniors is Tuesday, March 22, 2022. It is vital that all students are in school this day. Please plan now around this date to make sure your student is in attendance this day.

Section 6: Accreditation

Platteview High School is accredited through the Nebraska Department of Education using the Nebraska Framework. PHS also participates in the continuous school improvement process at the local and state level using guidance from the Nebraska Framework.

The school maintains rigid standards to meet requirements set forth by the State of Nebraska Department of Education.

Platteview High School's athletic teams are classified in Class B in most sports with a few sports classified at the C1 level. PHS is a member of the Trailblazer Conference. The school is considered a Class III District in the state of Nebraska.



TRAILBLAZER
CONFERENCE



T R O J A N S

Article 1 - Mission and Goals



Mission and Belief Statements



Mutual Respect



Complaint Procedures

ARTICLE 1 - MISSION AND GOALS

Section 1: Mission Statement for Springfield Platteview Community Schools

To ensure that all students acquire the College and Career skills and behaviors necessary for each student to succeed now and into his/her future.

Section 2: Belief Statements

We believe that our school culture should encompass the following:

- *Is welcoming and inclusive.*
- *Promotes digital citizenship and responsibility.*
- *Celebrates individual differences and varied abilities.*
- *Assumes every student can learn.*
- *Is alcohol, drug/substance and tobacco free.*
- *Does not tolerate bullying, hazing or harassment of any kind.*
- *Fosters students becoming responsible citizens, life-long learners and leaders in the global community.*
- *Promotes self-advocacy opportunities and development in students.*
- *Consistent attendance and being on time to class must be prioritized.*

We believe that it is critical to create a daily learning environment that...

- *Is engaging.*
- *Is differentiated.*
- *Is data-driven.*
- *Aims to educate the whole child.*
- *Is researched-based.*
- *Encourages critical thinking.*
- *Embraces the contributions of each individual student.*
- *Creates an experience that is student-centered.*
- *Is relevant.*
- *Provides frequent, intentionally collaborative experiences and opportunities.*
- *Extends outside of the classroom walls.*

We believe in hiring teachers and staff that:

- *Are masters of their content area(s).*
- *Are committed to growth through professional development and collaborative opportunities.*
- *Are intentional with daily collaboration tied directly to professional growth and student learning.*
- *Believe in the role of our professional learning community in the empowerment of staff in serving our student population.*
- *Are effective with classroom management through the use of the Boys Town Social Skills Model.*
- *Provides timely, frequent feedback.*
- *Communicates with students, parents and the community regularly and effectively.*
- *Enjoys working at Platteview High School and students.*
- *Are supportive of each student in their pursuit of their graduation path.*
- *Are effective in the art and science of teaching.*
- *Employ the SPCS Instructional Model.*
- *Are active in student life outside of the school day.*
- *Desire to expand dual credit and AP offerings.*
- *Model professionalism and integrity daily.*

Finally, we believe in the following core values in the daily practice and operation of our school:



Section 3: Mutual Respect

Platteview High School expects every staff member and student to be treated with respect and dignity. Disrespectful behavior towards a staff member or student will not be tolerated.

Section 4: Complaint Procedures

The proper procedure for a parent or student to make complaints or raise concerns is to begin with the school employee who is most immediately or directly involved in the matter, as illustrated in the complaint procedure set forth below. There are specific procedures to address certain complaints or concerns, such as discrimination or harassment, bullying, or other specific disciplinary actions outlined elsewhere in this Handbook.

The following procedures should be used in most general situations:

Complaint procedure

- Step 1 Student should schedule a conference with the staff person most immediately or directly involved in the matter.
- Step 2 Student and parent should schedule a conference with the staff person most immediately or directly involved in the matter if not resolved in Step 1.
- Step 3 Student (or student and parent) should address the concern to the Principal if the matter is not resolved at Step 2.
- Step 4 Address the concern to the Superintendent if the matter is not resolved at Step 3.
- Step 5 Address the concern to the Board of Education if the matter is not resolved at Step 4.

The notable exception to this procedure would be a complaint in reference to a legal matter that may be taken immediately to a building administrator.

Conditions Applicable to All Levels of Complaint Procedure

All information to be considered at each step should be placed in writing in order to be most effective. Action or decisions will be expedited as quickly as possible, typically within ten (10) calendar days, depending on the nature of the complaint and the need for prompt resolution.

Article 2 - School Day



Start



Schedules



Supervision,
Closed Campus,
Parking Lot, Open
Periods



Testing



Homework and
ICU



Laptops, iPads,
and Network
Security



Interventions

ARTICLE 2 - SCHOOL DAY

Section 1: Daily Schedule

The Platteview High School Flex Schedule offers courses that are a mix of 44 minutes (36 minutes on Mondays) and 88 (72 minutes on Mondays) minutes in length over a 9-period day (including an optional "0" hour)

Regular Bell Schedule (Tuesday-Friday)			Late Start Monday				
Period 0	7:15am-7:59am		Period 0	8:25am-9:01am			
Period 1	8:10am-8:54am		Period 1	9:10am-9:46am			
Period 2	8:58am-9:42am		Period 2	9:50am-10:26am			
Period 3	9:46am-10:30am		Period 3	10:30am-11:06am			
Period 4	10:34am-11:18am		Period 4	11:10am-11:46am			
Advisory	11:22am-11:43am		Period 5	11:50am-12:56pm			
Period 5	11:47am-1:01pm		1st lunch		11:46am-12:16pm		
1st lunch	11:43am-12:13pm		2nd lunch		12:06pm-12:36pm		
2nd lunch	12:07pm-12:37pm		3rd lunch		12:26pm-12:56pm		
3rd lunch	12:31pm-1:01pm		Advisory	1:00pm-1:25pm			
Period 6	1:05pm-1:49pm		Period 6	1:29pm-2:05pm			
Period 7	1:53pm-2:37pm		Period 7	2:09pm-2:45pm			
Period 8	2:41pm-3:25pm		Period 8	2:49pm-3:25pm			
1:25PM Early Dismissal			11:25AM Early Dismissal		Late Start Due to Weather (10:10AM start)		
Period 0	7:30am-7:59am		Period 0	7:40am-7:58am	Period 0	Period 0	Not held
Period 1	8:10am-8:39am		Period 1	8:10am-8:28am	Period 1	Period 1	10:10am-10:43am
Period 2	8:43am-9:12am		Period 2	8:32am-8:50am	Period 2	Period 2	10:47am-11:19am
Period 3	9:16am-9:45am		Period 3	8:54am-9:12am	Period 3	Period 3	11:23am-11:55am
Period 4	9:49am-10:18am		Period 4	9:16am-9:34am	Period 5	Period 5	11:59am-1:01pm
Period 6	10:22am-10:51am		Advisory	9:38am-9:57am		1st Lunch	11:55am-12:25pm
Advisory	10:55am-11:16am		Period 5	10:01am-10:19am		2nd Lunch	12:31pm-1:01pm
Period 5	11:20am-12:19pm		Period 6	10:23am-10:41am	Period 4	Period 4	1:05pm-1:37pm
1st lunch	11:16am-11:46am		Period 7	10:45am-11:03am	Period 6	Period 6	1:41pm-2:13pm
2nd lunch	11:49am-12:19pm		Period 8	11:07am-11:25am	Period 7	Period 7	2:17pm-2:49pm
Period 7	12:23pm-12:52pm				Period 8	Period 8	2:53pm-3:25pm
Period 8	12:56pm-1:25pm						

Section 2: Severe Weather and School Cancellations

Any weather cancellations will be announced through the following methods:

- Twitter- you can follow SPCS at @SpringfieldPV
- Facebook- [facebook.com/SpringfieldPlatteview/](https://www.facebook.com/SpringfieldPlatteview/)
- Pinterest- [pinterest.com/springfieldplatteviewcommunity/](https://www.pinterest.com/springfieldplatteviewcommunity/)
- All Omaha TV channels- 3, 6, 7, and 42 and newspaper - omaha.com
- School Messenger – parents can sign up for email and text alerts

Local superintendents work with local weather experts and talk through any decisions on weather related cancellations before 9 PM if

possible. If there are questions about the potential of weather conditions the night before, we will wait and announce any cancellations before 5:45 AM. Additionally, parents can sign up for emergency alerts from School Messenger.

After school starts. Every attempt will be made to avoid closing school once classes are in session. However, 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, on social media and through School Messenger. **Parents should have a plan in place to accommodate these circumstances.**

Parental decisions. Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. The absence will be treated like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

What not to do. Parents should not attempt to come to school during a tornado warning or during an active emergency. **School officials are not permitted to release students from the school building during a tornado warning or active emergency.**

Emergency Conditions. The school has a system in place that includes the necessity to either evacuate the building or to move to safer areas of the building. Regular drills are held as required by law through the school year. SPCS have developed Crisis Plans for each school to direct emergency response.

eLearning Expectation After Three (3) Days of School Cancellation. After three days of school cancellation for snow/severe weather or any other reason, students will be expected to participate in school remotely from home through eLearning or other schoolwork as communicated by the school's principal.

Section 3: Student Supervision / Closed Campus / Parking Lot Areas / Open Periods

Arrival at School/Dismissal From School

Students are expected to arrive at school no more than 20 minutes prior to the first class or school program in which they are participating. **Prior to that time, the school is not responsible for supervision of the students.** Students will be admitted to the academic hallways **15 minutes** prior to the first class or school program. Unless a student has a pass from a teacher, hall supervisors will not allow students to enter academic hallways until this time. Students should have scheduled appointment with teacher through the eHall Pass platform.

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. Students are expected to leave campus no later than 20 minutes after the conclusion of the school day or 20 minutes after participation in school activity whichever is later. **The school is not responsible for supervision of students once the students are to have left school grounds.**

Closed Campus

All students are required to remain on campus during the school day. The following expectations shall apply to the closed campus at Platteview High School:

- The closed campus policies shall be in effect from the start of the school day until dismissal each school day. • Seniors who have applied and who have been approved for an open period will have an adjusted start or departure time as noted in their application approval.
- Sophomores-Seniors that qualify may work from home during their study hall or online academy period if the period occurs at the beginning or end of the school day. See requirements under Open Period in the following pages.
- Students must sign in and out of the main office if they arrive after school has started or if they are leaving prior to dismissal.
- Students must have parent permission if leaving campus. Parents may not call a student out to allow the student to drive off campus for lunch. If a parent wishes to take their child out for lunch, the parent must be present physically to take the student to lunch. In this situation, the parent may not take friends or other students.
- Students must receive permission from the office to leave the building, go to the parking lot area, etc. • Platteview High School will have an open campus (with parent permission) during semester final exams. See complete details in the Final Exam area of this handbook.

Parking Lot Expectations

Students are expected to abide by the following general expectations for parking lot usage. Failure to abide by all expectations and safety guidelines may result in loss of privileges to park in parking lot areas and may subject the student to disciplinary action.

- All students will be issued an assigned (numbered) parking spot in the north parking lot (student parking lot).
- Students will be issued a parking pass numbered to match the parking spot assignment.
- The hanging parking tag shall be in place and visible from outside the vehicle. Failure to have visible parking decal will result in school consequences outlined on consequence chart on page #70.
- If a student loses their parking pass, the student will be charged a **\$5.00 replacement fee** and will be issued a temporary parking pass valid for two weeks while the issue is resolved. After the two-week period, the student must have a replacement tag in place or will not be allowed to park on campus.
- Students must park in the space assigned to the student during the school day.
- The parking lot directly in front of the school is designated as staff and visitor parking during school hours.
- The posted speed limit in all of the parking lot areas on campus is 10 mph.
- Drivers are asked not to drive distracted in and around the parking lot areas. This would include using cell phones while driving or being distracted by other students inside or outside of the vehicle.
- No one will be allowed to ride in the back of, or on the outside, of any vehicle. All passengers must be properly seated and wearing their seatbelt.
- Students are expected to park inside marked lane spaces to allow other vehicles to move in and around the parking lot area. Improper parking limits access for buses and emergency vehicles.
- Drivers who block fire hydrant areas or park in no parking areas will be referred to the SRO for ticketing/possible towing.
- **Students may not linger inside their vehicles in the parking lot areas.** This is an area of school safety enforcement that allows school personnel to be able to know who is in the parking lot area at all times. Students are expected to come into the building on arrival and leave the parking area when school dismisses or activity ends. At no time may a student have other students loitering in or around their vehicle before or after school.
- The Platteview High School lot shall be considered closed 20 minutes after the conclusion of school or last activity for the evening.
- Any student driving recklessly in the parking lot (during or outside of school hours) will be referred to the Sarpy County Sheriff's Office and may also be subject to disciplinary measures, including loss of parking privileges. • Students are urged to take extra precautions when exiting the parking lot onto either Platteview Road or 108th Street.

Open Periods

Senior Open Periods:

In order to be eligible for an open period, a senior must meet (and maintain) all of the following qualifications:

- A minimum of a 2.50 cumulative grade point average during the preceding semester.
- No unexcused absences the preceding semester.
- Less than nine (9) countable absences in all class periods during preceding semester.
- Less than ten (10) total tardies during the preceding semester.
- Counselor verification that the student is on track for graduation.
- No discipline resulting in an out-of-school suspension during the preceding semester.
- No more than five (5) days of assigned in-school suspension during the preceding semester.

Additional notes regarding open periods:

- The only time frames allowed for open periods to be scheduled by students that qualify will be 1st or 8th period.
- A student may apply each semester for eligibility for an open period.
- A student may request to have a maximum of one open period per day.
- Students with an open period may not be on campus during the open period unless the student has scheduled time with a staff member.
- Students violating any of the criteria listed above may have their open period revoked immediately.
- The high school administration may assign alternate schedules to a student when extenuating circumstances arise.
- The application for approval of a student to have an open period must be completed and submitted prior to school ending the preceding semester.

This application must receive approval from the Principal or Assistant Principal, Counselor, Advisory period teacher, and parent or guardian.
10th-12th Grade Open Periods in Lieu of Study Hall or Online Academy

In order to be eligible for an open period in lieu of attending their study hall or online academy period in person, a 10th-12th grade student must meet (and maintain) all of the following qualifications:

- A minimum of a 2.67 cumulative unweighted grade point average (no rounding) during preceding semester. • No unexcused absences the preceding semester.
- No more than 3 tardies the previous semester.
- No discipline referrals resulting in the student being suspended (in-school or out-of-school) the previous semester.
- Zero outstanding ICU's at the end of the previous semester.
- Must remain in good standing throughout the semester.

Once a student qualifies for the open period for study hall and online academy periods, the following will apply:

The PHS administrative team will review the status of all students at each progress report (3 times per semester) and each grading period (end of quarters and semesters) to assure the student remains in good standing. If a student fails to remain in good standing, the student loses the privilege of the open period until the next checkpoint opportunity to regain good standing. Students in good standing must have:

- No unexcused absences
- No more than one (1) tardy arriving to school (if open period starts the day)
- No grades of D or F in any course the student is enrolled in
- No discipline referrals
- For Online

Section 4: Standardized Testing

Springfield Platteview Community Schools administer a number of testing instruments to supplement academic information on students. Students in grades 9-10-11 will take the MAP test in the winter annually. Students in grade 11 will take the state-mandated ACT exam in the spring. The Pre-ACT test will be administered to students in grade 10 on the same day as the ACT for students in grade 11. The test date for the 2021-22 academic year is Tuesday, March 22, 2022.

The importance of the standardized tests extends to both the individual and to the school. For the individual, performing as well as possible leads to an accurate portrayal of where the student is, progress that has been made, etc. so that viable interventions can be implemented to best serve the student. Interventions are not just for struggling students. All students may need an intervention of some sort. High-functioning students might need additional challenges or enrichment activities. The state mandated ACT exam for students in grade 11 does count as a national test score that is fully paid by the state of Nebraska. Students and parents may elect to have their score reported to colleges and universities.

For the school, all students performing as well as possible allows us to receive an overall score that truly reflects where our school stands, what areas need improvement and identifies what areas the school is strong in. Therefore, accurate decisions can be made in terms of curriculum, interventions, etc.

Parents are asked to make sure that your student is in attendance for all standardized tests and that best effort is emphasized.

Section 5: Homework and the PHS ICU Program

Platteview High School Power of ICU Program

PHS Formula:

Quality, Timely Completion of All Essential Assignments + Quality, Essential Assignments Tied Directly
to the Learning Target + Timely, Healthy Grading = PHS Student
Success

It is our belief at Platteview High School that every student completes every assignment. We want to make this a vital part of our culture at PHS. We believe that every assignment is **important and relevant** to the learning that is occurring in each classroom. A student giving their best effort on every assignment gives the classroom teacher vital information in which they can make instruction adjustments, discover the need to re-teach areas of struggle, look for opportunities to challenge, etc. Without this information, learning can be incomplete.

Assuring that every assignment is important and relevant is a three-fold responsibility. First of all, teachers must assure that every assignment is tied to a specific learning target or objective. This 'tie' has to be clear. By making every assignment relevant in this way, the assignment is a key piece of the learning that occurs, and is critical practice for a student performing well on upcoming assessments. Further, teachers must assure that grading is timely. The timeliness of feedback is just as important as the completion of the assignment. How else is a student to know if they are on track with their learning?

Next, students must supply the work ethic. At PHS, we require that every assignment is turned in on time and that the work is a student's best effort. PHS will not accept anything less. Our job is to prepare every student for their life beyond high school, not just to serve the students that might get it the first time. A big part of this is teaching students the importance of responsibility and being engaged in their future. We will need your support on this.

Lastly, is the role of the parent(s). In order for student success to occur, parents have to be engaged in the process – sharing our value of the importance of turning in all work (on time), reinforcing that it is unacceptable to not turn in work and being there in times of struggle and assuring that your student attends interventions available and assigned.

Defining Quality, Timely Completion of Every Assignment

As homework is considered essential practice in the learning that is occurring in the classroom, PHS expects all students to complete every assignment on time. The feedback generated from this practice (homework) yields important information for the teacher, students and parents.

An acceptable submission is work that in the professional judgment of the classroom teacher is a student's best work for the particular assignment. Partial or incomplete work will not be accepted. If a student does not understand something or does not feel confident in answering a question or section of work, he/she should meet with teacher, attend intervention opportunities, etc. to be able to acquire the necessary knowledge or skill to complete the work.

Defining Timely, Healthy Grading of Every Assignment

Our teaching staff has a very important role in the PHS ICU process as well. Quality, timely feedback is critical for students and parents and is a professional expectation of all PHS staff.

Timely - most daily homework is expected to be returned within 1-2 class days guaranteeing immediate feedback for most work. All work must be graded and returned to students within one week of the work being submitted (five class periods).

Quality - The learning objective and grading criteria for work must be clearly communicated for all work. Grading should be reflective of how well the student met the established criteria and their demonstration of their level of learning.

Students and parents should take time to refer to the ICU Flow Chart in the Appendix section of this document to best explain the process for interventions, etc.

Section 6: iPads or School-Issued Devices in the Classroom

Each student will have the opportunity to utilize their iPad (or school device) in daily learning. Students are reminded that the device is school property and should be treated accordingly. Students using the iPad (device) for inappropriate uses at home or school will attend a conference with an administrator to determine an appropriate consequence. Students who violate the educational intent of the iPad (device) will follow the continuum of disciplinary procedures.

1. Each class will begin with iPads (device) put face down on the desk or below the desk, depending on the classroom, to begin each period.
2. Teachers who begin the day with an iPad (device) activity will give specific instructions for the activity.
3. Teachers will notify students when the iPads (device) are appropriate for use in the classroom.
4. Platteview High School is a game-free school during all class time throughout the day including study hall time.
5. The iPads (device) will be loaded with educational apps only.
6. Students are not to use social media, texting, etc. during any scheduled class time including study hall time.
7. Students must keep volume on mute or will use ear buds when working independently. Ear buds or head phones will not be worn during class time. Students in study hall may wear head phones/listen to music with teacher permission.
8. Students must have a school-issued case on their iPad (device) that protects the corners at all times. iPads (devices) that do not have a proper case attached will be confiscated.
9. All PHS staff use Apple Classroom. All students must have their Bluetooth "on" and Airplane Mode "off" during all scheduled classes (including study hall) at PHS.
10. Students are responsible for assuring appropriate security is in place for their iPad or device (i.e. passcode, not left accessible to other students, etc.).

Consequences for an iPad Use Infractions

The consequences for iPad (device) infractions are outlined on page #63.

Section 7: Network Security

Students are strictly prohibited from using or sharing the private network security key. Any student who obtains the private network security key and uses and/or shares this information shall be subject to disciplinary measures up to and including out-of-school suspension and loss of privileges related to electronic devices on school property.

Section 8: Interventions

PHS offers a variety of interventions for students. See the PHS Pyramid of Interventions for Academic Support in the appendix section of this document.

Article 3 - Use of Building & Grounds

PHS ACTIVITY CALENDAR

<https://www.trailblazerconference.org/public/genie/1316/school/15/>



ARTICLE 3 - USE OF BUILDINGS AND GROUNDS

Section 1: Visitors

All visitors must report to the office. Upon entering the main entrance, visitors are required to sign in and receive a visitor's pass. Parents who wish to visit a teacher are asked to pre-arrange a mutually agreed time in advance. Parents or visitors are not allowed to visit classrooms unless specifically approved by the Principal for such activities as being a guest speaker, parent activities or class parties.

Section 2: Smoke, Vape and Tobacco-Free

All of the school buildings and grounds are smoke, vape and tobacco-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 abide by our District's policy. This prohibition extends to vaping devices and all vaping products.

Section 3: Care of School Property

- Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school.
- 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 according to damage done.

School-issued items that are stolen or damaged 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 that requests use of a school locker will be assigned a hallway locker that is considered property of the school district. Students in Physical Education or that participate in athletic programs will be assigned a locker in their respective locker room. The Board of Education allows students to use such lockers during the school year. The following procedures shall govern locker use by students:

- Upon request, students will be assigned a hallway locker at the beginning of the school year, or on arrival if the student arrives after the start of the school year. Students in PE or an athletic program will be assigned a locker during term of participation (in PE or athletic program).
- Students must use their own hallway lockers and are not to share lockers other students. Students may be assigned locker partners for PE and athletic programs.
- It is recommended that students lock their locker with the built-in combination lock provided for hallway lockers and to lock padlock if assigned a locker room locker.
- Students should not leave valuables in their lockers. Money, jewelry and other valuables are enticing for untrustworthy individuals and are impossible to trace. When using a locker room locker, all clothing and belongings need to be stored in locker. Leaving such items out leads to the loss of items. Our locker rooms are used by a variety of groups and items left out are easy targets for theft.
- Material, which by its nature might offend another student, may not be hung in lockers. Also, writing on lockers (inside or out) is prohibited. Any signage on the outside of a locker must be approved in advance by a school administrator.
- Students are also responsible for the cleanliness inside their locker and the door of their locker.
- Students may be assessed a fine for damage to lockers. Students that do not clean out lockers at end of school year or term of participation may be assessed a \$5.00 fine.

Section 5: Searches of Lockers and Other Types of Searches

Student lockers, desks, computer equipment, and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding usage of 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 in the discretion of the administration.

The following rules 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:

- 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 is to be conducted in a reasonable manner under the circumstances present.
- 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 will be confiscated and delivered to law enforcement officials as soon as practicable.
- Items that 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.

Drug Dogs/Locker Searches

Drugs and weapons are a safety concern for every school. Parents and students are here notified that, since the lockers at Platteview High School are the property of the school and loaned to the students for use during the school year, searches of lockers by school officials based on reasonable suspicion of rule violation may occur.

The District retains the right to utilize the services of area law enforcement authorities' canine units in the detection of illegal drugs and/or contraband at any time, announced or unannounced at the District's schools.

- A building principal may request the canine unit be utilized to search all inside areas of a school building at any time.
- A building principal may request that a canine unit be utilized to search vehicles on school property during or after school hours. If a dog alerts to a student's vehicle, the student will be required to unlock the vehicle doors and trunk for an internal inspection. Any refusal to unlock the vehicle will be handled by law enforcement.
- Any illegal drugs and/or contraband found on school grounds, whether in a student locker, vehicle, or any other place on school grounds, will be confiscated and the student may be subject to disciplinary action specified in the student handbook.
- The student's parent(s) or guardian(s) shall be notified should illegal drugs and/or contraband be discovered.

Section 6: Video Surveillance

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

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

Section 7: Use of School Telephone

A telephone is available for student use in the main office during normal office hours, with permission of office personnel. A two-minute time limit is allowed for use of the school telephone.

Section 8: 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 safekeeping. Even then, the school is not in a position to guarantee that the student's property will not be subject to loss, theft, or damage. Students are responsible for securing all computers (including iPads or devices) with a passcode and to protect such devices from unauthorized use by others.

Section 9: Lost and Found

Students who find lost articles are asked to take the articles to the office to allow the owner to claim the article(s). If a student loses an article or articles at school, he/she shall report the loss to office personnel.

Section 10: Accidents / Illnesses

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.

Students who find themselves ill during the school day must report to the health room. The school health personnel will contact parents. If any student sustains a significant injury at school, the parent or guardian, or the person designated by the parent or guardian on the student data form, shall be notified immediately. If deemed advisable, the school will request the person to pick up the child from school.

In case of an emergency, the school may call the family physician, or an available emergency physician for administration of temporary relief or aid. If, in the opinion of the Principal, or attending adult, a student has sustained a serious injury, or his life is in jeopardy, 911 shall be called immediately.

Section 11: 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 12: 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.

Section 13: 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 48 hours after the event.

The Media Director and Office Staff shall have the responsibility to coordinate all daily and weekly announcements during Advisory Period. All announcements must be approved by Media Director / Principal / Assistant Principal.

Section 14: Copyright and Fair Use Policy

It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing course work, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is it permitted "fair use," rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is

“fair”. Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

Section 15: Food and Drink in Classrooms and Building

The following policies shall govern food and drink allowed in the school building during the school day:

1. All food and drink consumption (other than water) must be consumed in either the New Commons or Student Lounge area.
2. Food or drink can be brought into 1st, 3rd or 7th period only. All trash must be picked up and disposed of properly and these time periods adhered to; otherwise this allowance will be discontinued.
3. Water may be taken into classrooms. Water must be in clear containers only. Soda, sports drinks, coffee products or energy drinks may not be brought into classrooms at any point of the day other than 1st, 3rd or 7th period.
4. Teachers may schedule class parties or special events that include food and beverage. These events must receive prior approval from a building administrator.
5. A student with a specific health plan may be granted permission to have an item otherwise prohibited in this section.

Section 16: Hall Passes

Hall passes at PHS are done electronically using e-Hall Pass Solutions which handles all pass types including bathroom, locker, teacher, office, appointment, library etc. The eHall pass provides a decrease in classroom interruptions, with an increase in student and teacher efficiency while providing reporting and assistance with safety & security concerns. No student may be in hallways or an unsupervised area without a valid hall pass.

Section 17: Posters, Displays and Senior Banners

In order to avoid misunderstandings and perhaps unfortunate publicity, all notices, posters, or signs by the students appearing on the bulletin boards or displayed in any manner or place must carry the approval of an administrator.

Senior Banners for Co-Curricular Programs

- Banners will feature all senior members of athletic team or activity group. No individual banners will be displayed unless only one senior is involved in the designated activity.
- Banners may be displayed in New Commons from the first event through the conclusion of the activity.
- Banners may be secured to the wall with adhesive strips. Permanent methods of hanging are prohibited.
- At the conclusion of the activity, the banners will be given to the head coach or sponsor of activity.
- Banners will be designed by photographer designated by school.
- Banner poses must be sport or activity-related and appropriate for school display.
- Banners will only be displayed for school-sponsored programs.

Section 18: School Dances

PHS dances are sponsored for the benefit of Platteview High School students. The dances are for students in grades 9-12 unless otherwise noted. Out-of-class or out-of-school dates must be accompanied by a Platteview High School student that is enrolled in the ninth grade at a minimum. All out-of-school dates must have a guest form completed prior to the dance **and may not be 21 years of age or older**. All students and dates are subject to a breathalyzer as they enter the dance.

All students must be admitted to the site of the dance no later than one hour after the scheduled start time of the dance. After the first hour, the doors will be locked. Any student leaving the dance for any reason before the dance is over will not be readmitted. Any student caught using, possessing, or under the influence of alcohol or drugs, will have their parents and law authorities contacted. School penalties as described in section on alcoholic beverages may also be imposed.

All Student Code of Conduct policies are enforced at school activities including School Dances.



Article 4 - Attendance



Attendance



Tardiness



Activity Participation

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 that will result in regular and punctual student attendance.

Schools have found that irregularity in attendance among students is the most frequent cause of failure; consequently, laws and regulations have been passed stating that all students of school age shall attend school unless excused by the school.

Nebraska law 79-201 reads:

"Every person residing in a school district within the State of Nebraska who has legal or actual charge or control of any child not less than seven nor more than sixteen years of age, shall cause such child to attend regularly the public, private, denominational, or parochial day schools each day that such schools are open and in session except when excused by school authorities, unless such child shall be graduated from high school..."

Furthermore, schools have found that maximum benefit may be gained for all students only if regular attendance is attained in each individual class. Classroom instruction of a continual and cumulative nature is impossible in the classroom without regular attendance of its members. Schools have found it necessary to pass regulations insuring such a manner that students acquire satisfactory school performance. Also, a proper class attitude toward learning is possible only if each class is composed of members who attend class sessions regularly; thus, pressure is not applied for some to pursue other interests during scheduled class sessions.

The responsibility for regular attendance at school as stated by the Nebraska law and by the policies of Platteview High School as recently revised, rests with the parent, but, for the same sources, it is equally as specific that the school is the only one who may excuse a student from attending school. Parents may ask to have a student excused but only the school may grant the excuse.

Attendance Rules, Procedures, and Forfeiture of Credits

Excused Absences are defined as those absences that have been **communicated** with the Attendance Secretary (**in advance whenever possible**) for the following circumstances:

- Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents)
- Doctor or dental appointment which require student to be absent from school
- Court appearances that are required by a court order
- School- sponsored activities which require students to be absent from school
- Family trips in which student accompanies parent(s)/legal guardian(s)
- Up to three college visits
- Religious observance
- Other absences that have received prior approval from the Principal or Assistant Principal

***Absences will only be considered *communicated* if the office has received a phone call to the Attendance Secretary (a voice message may be left on voicemail if no answer) prior to the absence whenever possible or by 9:30am the day of the absence. Failure to communicate absence(s) will result in the absence(s) being documented as unexcused.**

Absences of any single period or periods will be classified as excused or unexcused.

Unexcused Absences are defined as those absences that do not fall into one of the circumstances listed above for excused absences **or** any absence that has not been communicated to the attendance office either in advance or by 9:30am the day of the absence. Participation in a senior skip day will be considered an unexcused absence.

Unexcused absences from a class

1. Unexcused absences shall result in coursework being considered "late" for each class missed, and no make-up

privileges for work missed will be permitted. Removal of a student from a class or study hall for repeated disruptions or disrespect would be classified as an unexcused absence. "Skipping" school will be considered an unexcused absence and students will be required to make up the time missed from school as well as receiving "0" grades for each class missed. The student will be assigned to the next available Saturday school. Failure to attend will result in the student being assigned In-School Suspension.

Excessive absenteeism is defined as more than twelve (12) absences per semester for each individual class period for any reason other than school-sponsored activities, students participating in sanctioned school activities under the supervision of a school staff member and for those absences deemed as waived (**not counted in excessive absences total**).

Reporting Habitual Truancy. Students who accumulate twenty (20) unexcused absences or the hourly equivalent per year shall be deemed to be habitually truant. If the student continues to be or becomes habitually truant, the Principal shall serve a written notice to the person violating the Nebraska truancy laws (i.e., the person who has legal or active charge or control of the student) warning him or her to comply with the provisions of that law. If within one (1) week after the time the notice is given such person is still violating the school attendance laws or policies, the Principal shall file a report with the county attorney of the county in which such person resides.

Procedure for students who exceed twelve (12) absences during a semester. All absences other than Activity absences and the three allowable college visits count towards 12 allowable absences.

- A student who is absent more than **twelve (12) days** in any scheduled period during a semester will be placed on non-credit status for the class and will receive a "0" in calculating their grade point average.
- The school will notify a student and their parent/guardian by phone, email and certified letter when the student has accumulated **five (5) absences** and **ten (10) absences** in a semester. In addition, on the **11th absence**, a meeting will be called with student, parents and administration to discuss avoiding non-credit status. This meeting can be held in person or via telephone conversation.
- A report will be filed with the County Attorney if parent/guardian refuses to meet with the administration and the attendance problem continues.
- The student and parent will receive an email, phone call and certified letter when the student has reached **twelve (12) absences**. This letter will notify parent/guardian of their child's loss of credit or possible retention. A home visit may be employed.
- Students may make up a total of **four (4) absences** by attending Saturday school. Saturday school will be scheduled each of the last four Saturdays prior to the end of the semester. Saturday school will run from 8:00am-11:00am each week. **Students will receive credit for one (1) absence for each day of full attendance at a scheduled Saturday school (up to the maximum of four days).**
- If a student ends the semester with more than twelve (12) absences in any period or periods (once any days that are made up are included), he/she will be placed on non-credit status in that class(es).
- A student and/or parent that wishes to appeal the decision of the student being placed on non-credit status may submit an appeal in writing to the Principal. The request for appeal must be received by the Principal prior to the last day of the semester that the non-credit status has been initiated.
- The Attendance Committee will hear any such appeals within five (5) days of the receipt of the request for appeal and prior to the end of each semester.
- The Attendance Committee will be composed of the Principal, Assistant Principal, both senior high counselors and one of the core department chairs for a total of five (5) members.
- The Attendance Committee **may** recommend removal of the non-credit status for student that meets all of the following conditions:
 - The Attendance Committee believes that extenuating circumstances contributed to the absence total that were unavoidable.
 - Less than three absences were classified as unexcused and all three have been made up in Saturday school.
 - The student has not had any discipline issues resulting in out of school suspensions or multiple in-school suspensions.
 - The student is passing the class(es).
 - If the appeal is ruled on prior to the end of the semester, the student has zero (0) additional absences.
- Once the Attendance Committee has reached a decision, the decision will be communicated with the student and parents via certified mail. The decision will be made within 5 school days of the hearing and such ruling will be final.

Procedure for checking out of school due to illness:

1. Students who become ill at school must **check out** at the office after being evaluated by the school nurse who will make

contact with the student's parent/legal guardian. The school nurse may recommend that the student be excused to leave for the day with parent permission.

2. Students leaving school for any other reason must be cleared in advance by a telephone call or note from the parent/guardian and the student must check out at the office. Failure to properly check out of school when leaving early or arriving late will result in in-school or out-of-school suspension.

Time Allotment for Make-Up Work

A student will be given one day for each day of absence (for excused absences) in which to complete make-up work (other than for in-school or out-of-school suspensions), with a maximum of 10 days allowed to make up work. If the work is not completed in this time, the student will receive no credit for the work. A teacher may choose to extend this deadline, but is not required to do so. ***If a student is absent on the day of a quiz or test, the student shall make up the test the day he/she returns to school if he/she has previous knowledge as to the date for the quiz or test.*** In cases where students know ahead of time that they will be absent, it is important that a note be brought to the Principal's office explaining the reason for the pending absence so that assignments may be completed before the absence whenever possible.

Chart of allowable make-up work by type of absence

Excused Absence

The student is required to make up all assignments and tests, and will have the opportunity to earn full credit. Students are given 1 school day for each day of absence. Note that when a student has pre-existing knowledge of a test or exam, the student must take the test or exam on the day the student returns from absence.

Activity Absence

The student must hand in all work the next school day that the student is in attendance as activity absences are planned events.

Unexcused absence

The student is required to make up all assignments and tests. Coursework missed during unexcused absences will be considered as late work.

In-School Suspension

The student is required to do all assignments and tests and will have the opportunity to receive full credit. All work is due on the first day that student returns to his/her regular school schedule.

Out-of-School Suspension

The student is required to make up all assignments and tests. All work is due on the first day that student returns to his/her regular school schedule.

Section 2. Tardiness

Students are tardy to classes if they are not in the classroom when the bell rings to begin the period. Classroom interruptions and unnecessary repetition of classroom instructions impede progress in classroom endeavors; thus, it is mandatory that students be present at the beginning of the class period.

Procedure for Tardiness to Class

Students who are tardy when **arriving at school** for the first time during the day are to go to the Principal's office to receive a tardy slip for admission to class or study hall. Excuses such as, "flat tire, dead battery, alarm clock failure, oversleeping, mom didn't wake me up . . ." will not waive the tardy. A student who is more than **15 minutes** late for any class is no longer tardy. Such students will be considered absent. Teachers will enter all tardies and absences into PowerSchool each period.

Tardy Accumulation and Associated Consequences

Each semester students receiving a tardy for any class will accumulate a running total that will follow the prescribed consequence table as different levels are reached. Please note, individual classroom teachers may impose additional consequences in addition to the prescribed school consequences.

<u>Number of Total Tardies</u>	<u>Associated Consequence</u>
1	Verbal warning to student, email to parent
2	Verbal warning to student, email to parent
3	*30-minute detention to be served before or after school within the next two school days – email to parent(s)
4	*30-minute detention to be served before or after school within the next two school days – email to parent(s)
5	^60-minute detention to be served before or after school within the next two school days – email to parent(s)
6	^60-minute detention to be served before or after school within the next two school days – email to parent(s)
7	%Saturday detention to be served 8A-11A – email parent(s)
8	%Saturday detention to be served 8A-11A – email parent(s)
9	E-mail to parent, meeting scheduled with student and parent, attendance contract must be implemented

Notes regarding tardy consequences:

***Failure to serve will lead to a 60-minute detention to be served within two school days.**

^Failure to serve will lead to a Saturday detention to be served at the first Saturday available.

%Failure to serve will lead to 1-day In-School Suspension assigned to the Administration.

Truancy

A student who engages in unexcused absences may be considered truant as per state law. Truancy is a violation of school rules. The consequence of truancies may include disciplinary action up to expulsion and referral to the county attorney for compulsory attendance violations.

Section 4. Attendance / Activity-PracticeParticipation

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly.
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 a minimum of **five, full periods**. A student who is not in attendance for **five, full periods** is ineligible for the contest, performance, or activity that day. Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved **in advance** by the Principal or Assistant Principal.

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.

Article 5 – Scholastic Achievement



Curriculum
Guide



Grading



Graduation
Requirements
and Paths



Scheduling,
Grade Reporting



Parent
Involvement



Awards,
Recognition, and
NHS



Advisory Period,
Commencement

ARTICLE 5 - SCHOLASTIC ACHIEVEMENT

Section 1: Curriculum Guide

Each year, the staff of Platteview High School will publish a Curriculum Guide that outlines the policies and procedures for taking classes at Platteview High School that provides information in great detail. Students and parents can access the current Curriculum Guide at:

<http://phs.springfieldplatteview.org/?PageName=SchoolPublications&CategoryID=15905&SubCategoryID=38056>.

Section 2: Grading System

Students will receive letter grades on report cards and transcripts. A grade of "F" (failing) carries no credit. A grade of "I" (incomplete) received at the end of a grading period must be made up within two weeks or missing assignments will receive grades of zero (0) and those grades will be averaged into the final grade. The following scale will be used to assign letter grades and a Grade Point Average (GPA) from a percent:

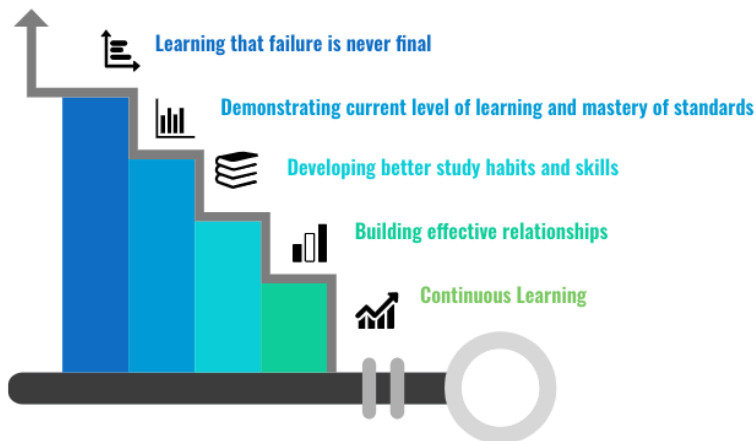
Letter Grade	Percent	Mark Points	Weighted Mark Points
A+	97-100	4.00	5.00
A	93-96	4.00	5.00
A-	90-92	3.67	4.67
B+	87-89	3.33	4.33
B	83-86	3.00	4.00
B-	80-82	2.67	3.67
C+	77-79	2.33	3.33
C	73-76	2.00	3.00
C-	70-72	1.67	2.67
D+	67-69	1.33	2.33
D	63-66	1.00	2.00
D-	60-62	0.67	1.67
F	0-59	0.00	0.00

Weighted classes are noted on Master Schedule and in current PHS Curriculum Guide.

Section 3: SPCS Grading Policy

The SPCS Grading Policy can be found on the SPCS District website.

Retake Policy for all Platteview High School Credit Earning Courses



The following parameters would apply to re-takes in all departments for students in any PHS credit-earning course, including courses completed by Platteview Central students for PHS credit and for Advanced Placement courses. Students that are enrolled in a course that is offered for dual credit with a partnering institution (ie. UNO, Metro, Wesleyan) will complete a "Credit Intention" form. Each student will choose from the following levels of credit:

-**Level 3: Dual Credit** - Follow institution policy

-**Level 2: Non-Dual Credit, Weighted:** Cannot have summative retakes

-**Level 1: Non-Dual Credit, Not-Weighted:** Can have summative retakes

"Credit Intention" forms are due by the first Friday of October (Fall Semester) and the second Friday of February (Spring Semester). Forms must be signed by both student and parents/legal guardian.

After the deadline and submission of "Credit Intention Form", students can request a movement change, moving down a level (ie. Level 3 to Level 2), but they cannot move up a level (ie. Level 1 to Level 2). Movement change requests are due by the first school day following the end of 1st or 3rd quarter (depending on semester involved).

The following parameters will apply to students eligible for a retake:

1. Students qualifying for a re-take in a course must schedule a re-take within two weeks of receiving their score on a summative assessment.
2. Students must attend an intervention time with instructor prior to qualifying for the re-take examination. As a part of the intervention students may be asked by classroom teacher to complete essential formative work to prepare for summative before qualifying for retake.

3. *The re-take examination must be taken on scheduled day/time (within original two week window). No extensions may be approved to this deadline.*
4. *Final examinations and final projects given during final exam time do not qualify for retakes.*
5. *A student may earn up to a score of 100% for any eligible re-take examination in all PHS departments.*

The PHS retake policy will be communicated as follows:

- *Published in Student Handbook*
- *Published in Curriculum Guide*
- *Documented on every course syllabus within the department*
- *Emailed to all students and parents upon enrolling in a course in each department*
- *Noted on each course page in Schoology*

Platteview High School Credit Intention Form

Name of Student:

Course:

Partnering Institution:

Instructor:

Semester:

Date Form Received:

PHS Administrative Team Member:

Student must indicate which level they will follow during the course:

Students that are enrolled in a course that is offered for dual credit with a partnering institution (ie. UNO, Metro, Wesleyan) will complete a "Credit Intention" form. Each student will choose from the following levels of credit:

Select One:

- Level 3: Dual Credit** - Follow institution policy
- Level 2: Non-Dual Credit, Weighted** - Cannot have summative retakes
- Level 1: Non-Dual Credit, Not-Weighted** -Can have summative retakes

Administrative notes:

"Credit Intention" forms are due by the first Friday of October (Fall Semester) and the second Friday of February (Spring Semester). Forms must be signed by both student and parents/legal guardian.

After the deadline and submission of "Credit Intention Form", students can request a movement change, moving down a level (ie. Level 3 to Level 2), but they cannot move up a level (ie. Level 1 to Level 2). Movement change requests are due by the first school day following the end of 1st or 3rd quarter (depending on semester involved).

The following parameters will apply to students eligible for a retake:

- 1. Students qualifying for a re-take in a course must schedule a re-take within two weeks of receiving their score on a summative assessment.*
- 2. Students must attend an intervention time with instructor prior to qualifying for the re-take examination. As a part of the intervention students may be asked by classroom teacher to complete essential formative work to prepare for summative before qualifying for retake.*
- 3. The re-take examination must be taken on scheduled day/time (within original two week window). No extensions may be approved to this deadline.*
- 4. Final examinations and final projects given during final exam time do not qualify for retakes.*
- 5. A student may earn up to a score of 100% for any eligible re-take examination in all PHS departments.*

Signature Section:

I understand the grading policy as it pertains to this course. I have been given an opportunity to answer any questions I may have before declaring my intention. Lastly, I understand that the deadlines above are not negotiable.

Student Name:

Signature:

Date:

Parent or Legal Guardian Name:

Signature:

Date:

Classroom Teacher Name:

Signature:

Date:

Section 4: Graduation Requirements

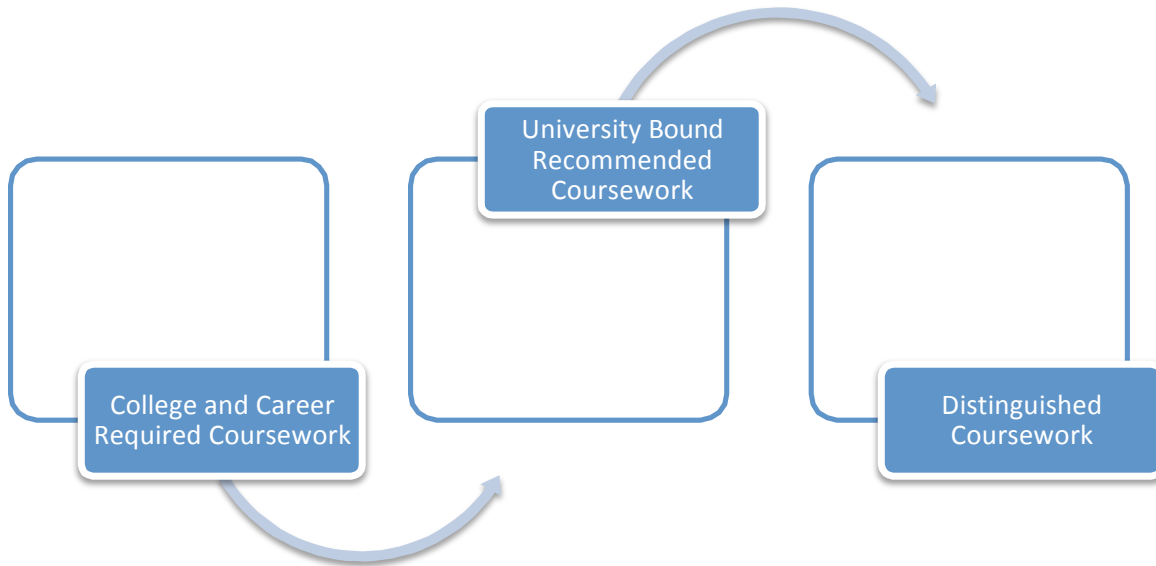
Graduation Requirements by Department/Area (In addition to the credits listed below, a student needs 17 elective credits to meet the 49 credits required to meet graduation requirements)

<i>Department</i>	<i># of Credits Needed</i>	<i>Notes</i>
Language Arts	8	To include English 9 (2) <u>or</u> Honors English 9 (2), English 10 (2) <u>or</u> Honors English 10 (2), English 11 (2) <u>or</u> Honors English 11 (AP Literature and Composition) (2), and English 12 (2) <u>or</u> Honors English 12 (AP Literature and Composition) (2).
Social Science	7	To include World Geography (1), World History (2), US History (2) <u>or</u> *US History 1 (1) and *US History 2 (1), US Government (1) and a Social Science elective (1). *Both are dual credit courses.
Mathematics	6	To include math in succession. The typical path of succession is Algebra 1, Geometry and Algebra 2. Students are encouraged to take a fourth year of math. Course depends on future path of study/career field.
Science	6	To include Biology (2), Chemistry 1 (1), Earth and Space Science (1), Physics 1 (1) and one additional semester of a Science elective (i.e. Material Science 1, Material Science 2, PLTW Engineering Design, Chemistry 2, Physics 2, AP Chemistry or AP Biology). Students pursuing a degree in any science related field at the college or university level are encouraged to take Chemistry 1 and Physics 2 as elective options.
Physical Education	2	
Health	1	
Business	2	College & Career Readiness (1) and Personal Finance (1)

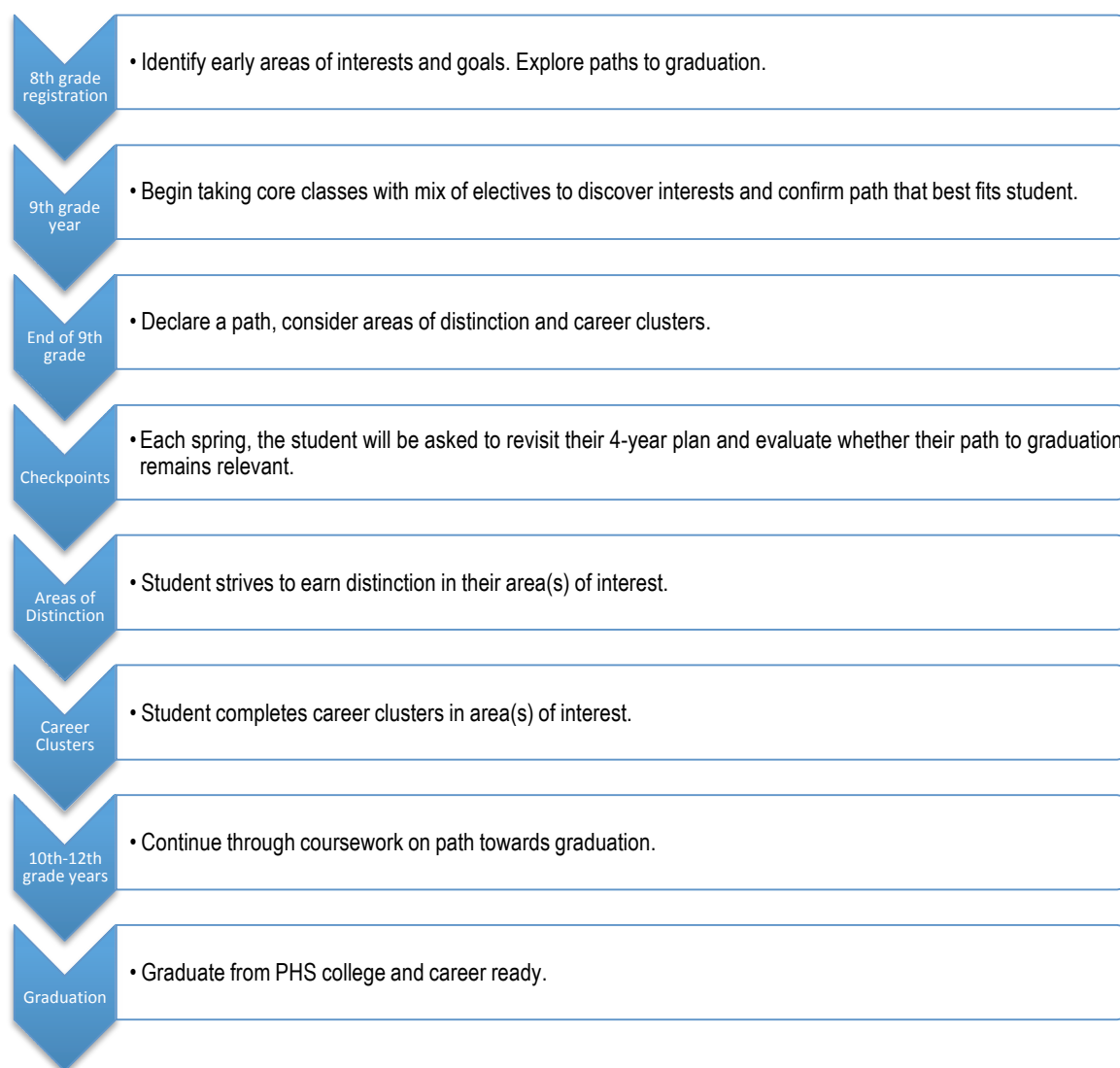
CHOOSING A PATH

Beginning with the Class of 2019, Platteview High School offers three paths of coursework to meet the graduation requirements set forth by the Springfield Platteview Community Schools Board of Education. The paths of coursework offer three distinct groups of courses that students can choose based on their interests and goals beyond high school. Our goal at PHS is to assure that every student is college and career ready upon successfully completing the graduation requirements of PHS.

Students begin their journey as incoming 9th grade students taking a mix of core and elective courses. The goal for each student is that by being exposed to a variety of courses and rigor during his/her first year of high school, the student can then elect which path of coursework best fits their future interests and goals. As the timeline on the cover of this document outlines, students re-examine their choice each spring when choosing courses for the upcoming year. Students may move between paths at any time throughout their high school tenure.



4-Year Planning and Academic Experience



College and Career Required Coursework – Students selecting this path may have plans to attend college, directly enter the workforce upon graduation or may be opting to choose a military career. Any or all of these options may apply to students on this path. Successful completion of this path of coursework assures that a student has met all graduation requirements at PHS. This path offers the greatest flexibility of scheduling and number of possible electives for a student over the course of their high school tenure. Students that successfully complete all courses on this path will earn a diploma from PHS.

University Bound Recommended Coursework – Students selecting this path have aspirations to attend the University of Nebraska Lincoln or a similar peer institution at the university level. Successful completion of the coursework included on this path will assure that all PHS graduation requirements are met. The coursework on this path has been identified as courses that are important in preparing the student for the rigor of a four-year university. Students on this path still have a number of elective opportunities to explore additional areas of interest. Students that successfully complete all courses on this path will earn a diploma from PHS.

Distinguished Coursework – Students selecting this path of coursework are seeking the most rigorous coursework offered at PHS and have ambitions to attend the University of Nebraska or other similar four-year university. The rigor of the coursework on this path offers the student similar rigor to what the student will encounter at the university level. A student on this path still has some room for electives throughout their high school tenure. Students successfully completing this path and all subsequent requirements associated with path will earn a Distinguished Diploma from PHS and be recognized at graduation with a honor chord.

ADDITIONAL AREAS OF DISTINCTION

Springfield Platteview Community School and Platteview High School recognize and encourage all students to find their unique path. PHS encourages rigor and the pursuit of excellence across all academic offering and departments. In addition to earning distinction by choosing and successfully completing the Distinguished Coursework and all stated requirements, students at PHS may be recognized for distinction in a variety of departments or areas as described on page #25.

CAREER PATHWAYS

Students at PHS can explore a number of career clusters that proceed from an introductory course through the capstone course of the particular pathway. Students that complete a pathway or multiple pathways will have this noted on their transcript. The chart on page #26 outlines all available pathways offered at PHS.

AREAS OF DISTINCTION AT PLATTEVIEW HIGH SCHOOL

Students at Platteview High School may earn distinction by successfully completing the Distinguished Coursework Path and all stated requirements *and/or* may earn distinction in one of the identified program areas below. **Requirements for portfolio completion are outlined in detail later in the Curriculum Guide.**

Core Academic Areas		Career Education	Performing and Visual Arts
Language Arts	Science	Business / Computer Science	Instrumental Music
Successfully complete four years of ELA courses to include three years of honors level courses and both semesters of dual credit ELA offered.	Participate in a Science Poster Presentation a minimum of two years.	Successfully complete all pathways in a specific career field with the exception of Information Technology. Information Technology requires a minimum of successful completion of two pathways.	Must letter in band all four years. Receive honor band recognition, by audition, a minimum of two years at PHS.
Participate in two seasons of Play Production or Speech.	Successfully complete four years of Science courses to include Advanced Placement or Dual Credit Biology and Advanced Placement Chemistry.	Business - Participate in FBLA three years, hold a leadership position a minimum of two years and compete at State Leadership Conference a minimum of two years. Computer Science - participate in either FBLA or Skills USA for three years, hold a leadership position a minimum of two years and compete at the state level in either organization at least two years.	Perform a solo at District Music Contest during high school career.
Successfully complete four semesters of Publications or Writers Club.	Complete a semester long senior culminating project (Independent Study).	Earn a 3.60 grade point average in all in all business and computer science courses.	Submit a portfolio that highlights all major projects and awards in the music program.
Submit portfolio of major projects in ELA.	Submit portfolio of major projects in Science.	Submit portfolio of major projects in capstone classes in Business and/or CS.	Earn a 3.60 grade point average in all music courses.
Earn a 3.60 grade point average in all ELA courses.	Earn a 3.60 grade point average in all Science courses.	FACS	Vocal Music
Mathematics	Social Studies	Must successfully complete two of the four career pathways in the FACS area.	Must letter in choir all four years.
		Participate in FCCLA all for years and must run for an officer position at least once in high school career.	Receive honor choir recognition, by audition, a minimum of two years at PHS.
		Submit portfolio of major projects in FACS capstone courses and all awards earned.	Perform a solo at District Music Contest during high school career.
Successfully complete four years of math courses during 9th-12th grade.	Successfully complete four years of Social Sciences courses to include Honors World History, Dual Enrollment U.S. History and AP American Government.	Must place at the State FCCLA contest.	Submit a portfolio that highlights all major projects and awards in the music program.
Score at 75th percentile or higher in math portion of the ACT.		Earn a 3.60 grade point average in all FACS coursework.	Earn a 3.60 grade point average in all music courses.
All grades of A- (except two B+ grades allowed) or higher during each semester of math coursework.	Submit portfolio of major projects.	Industrial Technology	Visual Art
	Earn a 3.60 in social studies courses.		
Foreign Languages	Advanced Placement	Successfully complete two of the four career pathways in the Industrial Technology area.	Complete two of four career pathways in Art at PHS.
Spanish	Successfully complete a minimum of four Advanced Placement courses.	Participate all four years in Skills USA.	Place at a local Art show.
Successfully complete four years of Spanish at PHS.	Successfully complete all Advanced Placement exams.	Enter the State Skills USA event three out of four years at PHS.	Participate in Art Club all four years at PHS.
Earn dual credit in Spanish 4.	Average a 3.00 on Advanced Placement tests.	Earn a 3.60 grade point average in all IT classes.	Submit a portfolio that highlights all major projects and awards in the Art program.
Be an active member of Spanish Club all four years.	Earn a 3.60 grade point average in all Advanced Placement courses.	Submit a portfolio that highlights all major projects in capstone courses and awards in IT.	Earn a 3.60 grade point average in all Art courses.
Earn an Excellent rating at Spanish competition.	Submit a portfolio of major projects and work completed.		
Earn a 3.60 grade point average in all Spanish courses.			
Complete a portfolio of all major projects in Spanish.			

CAREER PATHWAYS				
<i>Career Field</i>	<i>Pathways</i>	<i>Introductory Course</i>	<i>Intermediate Course</i>	<i>Capstone Course</i>
<i>Communication Arts</i>	Digital Design	Intro to Digital Design	Digital Media	Web Design
	Marketing Entrepreneurship	Marketing	Marketing Management	Entrepreneurship
<i>Information Technology</i>	Computer Science	Exploring Computer Science	Computer Science Principles	Computer Science A
	Information Technology	Intro to Digital Design	Exploring Computer Science	Computer Science Principles
	Software Development	Computer Science Principles	Cyber Security	Computer Science A
	Data Science	Information Technology 1	Information Technology 2	Intro to Digital Design
<i>Business Management and Administration</i>	Accounting	Management	Entrepreneurship	Accounting
	Entrepreneurship	Intro to Business	Accounting	Entrepreneurship
	Management	Intro to Business	Management	Entrepreneurship
<i>Finance</i>	Accounting Cluster	Personal Finance	Accounting	
	Accounting Pathway	Personal Finance	Economics	Accounting
	Economics	Economics	Accounting	
	Financial Management	Accounting		
<i>Hospitality and Tourism</i>	Culinary Arts	Foods 1	Culinary 1	Culinary 2
<i>Marketing</i>	Marketing Entrepreneurship	Marketing	Marketing Management	Entrepreneurship
<i>Architecture and Construction</i>	Construction Basic	Intro to Industrial Communication and Design	Construction Technology (S1:Q2)	Construction Technology (S2:Q1)
	FCS Drafting	Housing and Home Furnishing	Residential Architectural Drafting	Construction Technology (S1:Q2)
<i>Energy and Engineering</i>	Energy and Engineering	Intro to Industrial Communication and Design	Engineering 1	Robotics
	Energy and Technology (Non-PLTW)	Intro to Industrial Communication and Design	Engineering 1	Robotics
	Robotics	Manufacturing Woods	Robotics	
<i>Manufacturing</i>	Manufacturing Metals	Intro to Industrial Communication and Design	Manufacturing Metals	Advanced Manufacturing Metals
	Manufacturing Drafting	Intro to Woods	Intro to Industrial Communication and Design	Advanced Woods
	Production Standards Woods	Intro to Industrial Communication and Design	Manufacturing Woods	Advanced Woods
	Production Engineering Welding	Engineering 1	Advanced Manufacturing Metals	Design and Fabrication
	Production Standards Metals	Intro to Industrial Communication and Design	Manufacturing Metals	Advanced Metals
	Manufacturing Basics	Intro to Industrial Communication and Design	Manufacturing Woods	Manufacturing Metals
	Manufacturing Construction	Intro to Industrial Communication and Design	Manufacturing Woods	Construction Technology (S1:Q2)
<i>Human Services</i>	Design	Intro to Design	Clothing and Textiles and Home Furnishings	Entrepreneurship
	Early Childhood	Child Development		
	Food Science	Foods 1	Foods 2	Entrepreneurship
	Nutrition and Wellness	Foods 1	Nutrition	Dietetics
	Child, Youth and Family Studies	Human Growth	Family Relationships	Parenting

Platteview High School Paths to Graduation			
	College & Career	University Bound	Distinguished
BUSINESS	Personal Finance	Personal Finance	Personal Finance
	College and Career Readiness	College and Career Readiness	College and Career Readiness
LANGUAGE ARTS	English 9	English 9 or Honors English 9	Honor English 9
	English 10	English 10 or Honors English 10	Honors English 10
	English 11	Class of 2021 – Honors English 11; Class of 2022, 2023 and 2024 – AP Literature & Composition	Class of 2021 – Honors English 11; Class of 2022, 2023 and 2024 – Honors English 12 (English 2450 and 2610 Dual Credit)
	2 semesters of senior-level, ELA elective offerings	Honors English 12 (English 2450 and 2610 Dual Credit) or two semesters of core ELA electives	AP Literature and Composition
MATHEMATICS	Algebra 1	Algebra 1	Geometry
	Geometry	Geometry	Algebra 2
	Algebra 2	Algebra 2	Advanced Math
		Advanced Math	AP Calculus
PHYSICAL EDUCATION	2 semester PE courses	2 semester PE courses	2 semester PE courses
	Health	Health	Health
SCIENCE	Biology	Biology	Biology
	Chemistry 1 and Earth and Space Science	Chemistry 1 and Earth and Space Science	Chemistry 1 and Earth and Space Science
	Physics 1 and Earth and Space Science	Physics 1 and Science Elective	Physics 1 and Chemistry 2 <u>or</u> Physics 2
	*Students planning to attend UNL or equivalent institution that plan to major in Engineering or Science-related major are strongly recommended to take Chemistry 2 and Physics 2 as an Elective Science course.		Dual Credit Biology or AP Chemistry
SOCIAL SCIENCE	World Geography	World Geography	World Geography
	World History	World History	World History
	US History	US History	US History 1 and US History 2
	US Government and an Elective	US Government and an Elective	AP Government and an Elective
WORLD LANGUAGE		Spanish 1 [^]	Spanish 1 [^]
		Spanish 2 [^]	Spanish 2 [^]
ONLINE LEARNING			Successfully complete an online course through one of PHS approved providers
COMMUNITY SERVICE OR JOB SHADOWING			20 hours - must be approved prior to serving and log must be submitted verifying hours.
COMPLETION OF PATH	49 credits	49 credits	49 credits , required hours of community service/job shadowing and a 3.6 weighted GPA or higher. No rounding of GPA accepted.

[^]Indicates that a student may substitute another approved foreign language in lieu of Spanish.

Early Graduation (Board of Education Policy):

Any senior that wishes to graduate at midterm must adhere to the following guidelines:

1. He/she must declare intent to graduate at midterm no later than June 1st preceding their senior year by filling out a form that is available in the counselor's office.
2. Upon an examination of credits to see if midterm graduation is possible, a letter will be sent to the student and a duplicate put in the student's file to confirm the intent of midterm graduation.
3. Any intent to graduate early is contingent upon the student passing course work he/she is enrolled in.
4. Midterm graduates may participate in graduation exercises in the spring with the rest of their class. There will be no formal midterm graduation ceremony.
5. Application to waive a semester of attendance must be made no later than June 1st of the preceding school year.
6. Students must have attended Platteview High School for 2 semesters.
7. At the point of withdrawal from classes the student shall become ineligible for participation in any interscholastic activity sanctioned by the Nebraska School Activities Association.

Graduation at the End of the Junior Year:

The Board of Education has authorized the Superintendent of Schools to permit students to graduate after the junior year in very special circumstances. The procedure to be followed to request graduation after the junior year is as follows:

- The student or parent will request a meeting with the Principal and the Senior Counselor. Both student and parent will attend this meeting.
- The student and parent will explain the special circumstances that they believe necessitate an early graduation.
- The Principal and Counselor, based on the parent/student meeting will make a recommendation to the Superintendent of Schools.
- The Superintendent will make the final decision and notify the parent and student.
- The student will have to successfully pass all graduation requirements in order to graduate early.

Section 5: Student Classification

Classification	Accumulated Credits
Freshman	0-13
Sophomore	14-26
Junior	27-39
Senior	40+

Section 6: Schedule Changes, Class Loads and Incompletes

The class schedule students receive at the beginning of the school year is based upon the registration process completed in the spring. Parents, students and the school must consider the spring registration process as being final except in cases of extenuating circumstances. As has been the practice in the past, we do not have the space or ability to make changes in a student's schedule for the upcoming year outside of the guidelines below. Work schedules, or before and after school extracurricular responsibilities must be worked around the class schedule provided at the beginning of the school year. Changing schedules for things such as transportation, work schedules, or to move a class to another period or to a different teacher will cause class load imbalances for other students and teaching staff.

- A student will only be considered for a schedule change if one of the following conditions exists: health problems, change of teacher recommendation, failing prerequisites, incomplete graduation requirements or a situation that the student can justify a need for the change that is impacting the student's overall schedule or four-year plan.
- Students must complete a Schedule Change Request form from the Counseling & Guidance Center and work through proposed

change using current year's Master Schedule. All schedule change considerations will be contingent upon whether there is room in the class and determination by Counseling Department that the student meets the criteria to approve the change. The student should be prepared to present proposed changes when meeting with Counseling Office staff.

- After the conclusion of the first five days of the semester, a student will not be allowed to add or drop any classes to his or her schedule.
- The last day students can drop a yearlong class with parental permission and submission of the Schedule Change Request form will be the last week of 1st semester. No changes will be allowed once the 2nd semester begins. All schedule change considerations will be contingent upon whether or not there is room in the class.
- Schedules will not be juggled or switched to accommodate extracurricular activities.
- Once schedules are set and the pre-registration sheets are signed by the student and the parent (in the Spring preceding that semester), there will be no drops allowed for AP, dual credit, and college credit classes even with parental permission or request.
- Students enrolled in online classes through the Platteview High School Online Academy will follow add/drop policy of entity offering course. Students who drop an online class once the class has started are responsible to reimburse the District for the cost of the class.

College/Dual Credit Drop Policy

- The college credit portion of a dual credit course is regulated by enrolling college or university.
- Students will remain in the class for high school credit only (if taught by a Platteview High School instructor).

Class Load

Students in grades 9-11 are required to carry a **minimum of seven academic periods during each semester of high school.**

A student may:

- be enrolled in seven (7) courses and a study hall or
- be enrolled in eight (8) classes

Students in grade 12 are required to carry a **minimum of six academic periods during each semester of high school.** A

senior student may:

- be enrolled in seven (7) courses and a study hall
- be enrolled in seven (7) courses and qualify for an open period or
- be enrolled in six courses (including Internships) and have either a study hall or qualify for an open period
- be enrolled in eight (8) courses

Senior students may not request abbreviated schedules. Students requesting to be a teacher or office aid do so by replacing study hall in their schedule. A student may not serve as an aid and be in study hall.

Incompletes

It is important that work assigned to students be completed on time. There may be a legitimate reason for a student not completing work on time.

For semester grades, the student may receive credit for work no later than two weeks after the semester has ended.

Repeating a Course

For a course a student has already passed:

A student may occasionally wish to repeat a class that interests the student or to improve a low grade. A student may only be approved to repeat a required, core class in rare cases. Among other items considered would be class load, overall affect on student's schedule and their academic and discipline record. Students wishing to repeat an elective course may do so if seats are available in the class, unless a limit is specifically listed in Curriculum Guide for current academic year. All grades earned will be documented on the student's transcript and calculated into the student's GPA.

For a course that a student has failed:

A student that has failed a course may either be referred to the Trojan Academic Center or will be advised to repeat the course. The TAC is designed for unit recovery, not course recovery. When repeating a course that a student has failed, it is important to note that the "F" will remain on a student's transcript and calculated in GPA, while a "P" (not calculated in GPA) will be recorded if credit is earned in making up the credit. Please see information that follows relative to the TAC.

Section 7: PowerSchool / Progress Reports

Teachers provide ongoing grade updates through Schoology. All parents and students are expected to monitor Schoology regularly. To assist in this regard, Schoology offers daily grade report that is sent via email to parents. **Please see instructions in Appendix section to register for this report.** If questions arise or parents need more detailed information, please contact the classroom teacher directly.

Progress reports are sent out to parents at the midpoint of each semester. These reports are sent out only as a reminder/update to the parents and students of progress throughout the semester. It is our belief that the progress reports give the student time to improve work in a subject, initiate communication of concerns between teacher and parent, etc. It is important that a student keep track constantly of his/her progress throughout each semester.

Section 8: Report Cards

Report cards will be distributed to parents each quarter and end of each semester. College and Career Readiness skills will be assessed by all Advisory teachers at the midpoint of each semester based on the rubric developed by the administration and Building Leadership Team. These scores reflect areas such as responsibility, timeliness, teamwork and citizenship. Such skills are critical for all students as they work throughout their life. Any other concerns or remarks will be communicated with parent(s)/legal guardians throughout the year on an individual basis.

Section 9: Parent-Teacher Conferences

Parent-teacher conferences will be held at the midpoint of each semester. Refer to the current school calendar for exact dates.

Conferences will be set up through Platteview High School PTC Scheduler each semester. The link for signing up will be posted on the PHS website and emailed to all parents.

Conferences with teachers, at any other time, are possible by calling the school office (or emailing the teacher directly) and making arrangements with the teachers.

Section 10: Awards / Recognition

Class Rank

Class rank for all students is determined at the end of each semester and may be obtained from the counselor.

Principal's List

The Principal's List is a designation that is earned by a student who achieves a grade point average of 4.00 in a semester, and is enrolled in each of the four core academic classes (note 9th grade students may only be in three core courses one of their semesters and are still eligible).

Honor Roll

The PHS Honor Roll recognizes students who have achieved a grade point average of 3.75 or above, and are enrolled in each of the four core academic classes (note 9th grade students may only be in three core courses one of their semesters and are still eligible). This recognition is given only at the end of the semester grading periods.

Merit Roll

This is an academic achievement at PHS for students who have achieved a grade point average of 3.50 or above. This recognition is given only at the end of the semester grading periods.

Academic Lettering

Students who have been named to the Honor Roll for four consecutive semesters may request recognition and an academic letter.

English Excellence Award

To earn this award a student must achieve the following: 3.75 GPA, English composite score in the 85th percentile on the ACT, SAT, or PSAT, entered 3 to 5 writing contests or submissions to publications, and earn an 'A' in all Honors or Honors-related English courses or complete four years of Honors English Courses.

Boys State/Girls State

The American Legion and Auxiliary votes on and honors a select group of junior boys and girls from a field of applicants.

Academic Excellence in Mathematics

Students who have completed four years of mathematics courses, have no more than two B's in their math courses and score in the 75th percentile or greater on the ACT qualify for this recognition.

Key Staffer Awards

Recognition for this award is based on participation and excellence in the Journalism Department

Perfect Attendance

Students who do not have any absences throughout the school year qualify for this recognition.

Hugh O'Brian Award

This award is presented to a sophomore student selected by staff to represent Platteview High School at the Youth Leadership Institute.

Most Representative Students

This award is voted on by teachers to recognize students who excel in all areas.

Man/Woman of the Year

This award is voted on by students to honor one boy and one girl from each class as the man or woman of the year.

Top Ten Percent of the Senior Class

This designation is determined by the weighted grade point average of students. No rounding will occur.

Section 11: National Honor Society and Student Council

National Honor Society

About Us

The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to recognize those students who have demonstrated excellence in the areas of scholarship, service, leadership, and character. These characteristics have been associated with membership in the organization since its beginning in 1921.

Today, it is estimated that more than one million students participate in NHS activities. NHS chapters are found in all 50 states, the District of Columbia, Puerto Rico, many U.S. territories, and Canada. Chapter membership not only recognizes students for their accomplishments, but challenges them to develop further through active involvement in school activities and community service.

History

The National Association of Secondary School Principals (NASSP) officially established NHS in 1921. Though many local and regional honor societies existed prior to 1921, no nationwide organization had been founded. Under the leadership of Dr. Edward Ryneerson, principal of the Fifth Avenue High School in Pittsburgh, the organization grew from the original Alpha Chapter at the Fifth Avenue School to more than 1,000 chapters by 1930. Equipped with a constitution, an emblem and motto, and a group of dedicated principals as coordinators, the new NHS organization quickly developed into one of the country's leading educational groups.

Four main purposes have guided chapters of NHS from the beginning: to create enthusiasm for scholarship; to stimulate a desire to render service; to promote leadership; and to develop character in the students of secondary schools. These purposes also translate into the criteria used for membership selection in each local chapter.

Selection Process:

Students who have a minimum 3.5 (un-weighted) cumulative GPA are eligible to fill out this information packet. The information packet must be turned in by March 5 at 4:00. If not, the student is no longer included in the application process. Once an application is turned in, it becomes the property of Platteview High School.

Students will also be required to do a timed write on February 26 or March 5. This will be a 20-minute essay on the topic of Service.

Students will also need to turn in a 2-3 minute video explaining why the student would be an excellent candidate for induction into National Honor Society. This video must be uploaded to YouTube and the link sent to nhsadvisor@springfieldplatteview.org. The video may remain private.

All High School faculty members will be asked to fill out the rubric on candidate students. Students must receive 21 points on the rubric without receiving a score below three (3) points out of the possible five (5) points in the areas of Service, Activities, Leadership, Character, and Faculty Rating or below a two (2) out of the possible three (3) points on the Service Essay and Video Submission to advance to the Faculty Council screening.

The Faculty Council will meet to watch the video, view faculty input, and view the student's application to determine the selection status of each candidate. The Faculty Council will use the provided rubric as a guide in their discussions to vote on final pool of candidates. A candidate must receive a minimum of three (3) out of the possible five (5) votes to be selected for the Platteview High School NHS.

All students will receive a letter stating their selection status.

Non-selection:

"Parents and students must understand that no student has a right to be selected for membership in a chapter of National Honor Society, and that the Faculty Council is entrusted with making selection decisions..."

"Schools are not obligated to share with parents and students, information concerning non-election of specific students. According to NASSP(National Association of Secondary School Principals) legal council, no constitutional due process requirements apply in non-selection cases."

"The National Council and the NASSP shall not review the judgment of the Faculty Council regarding selection of individual members to local chapters."

NHS Resources – all can be found on PHS website.

[How to become a member](#)

[NHS timed write](#)

[Candidate suggestions](#)

[Platteview High School NHS Bylaws](#)

[NHS National Constitution](#)

[Platteview High School NHS Selection Rubric](#)

Student Council

Student Council members will be elected in the fall of each academic year. Each class will elect three (3) members and all students will select a Student Council President.

Section 12: Academic Integrity

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.

Definitions

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

- I. **Cheating** means intentionally to 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:
 1. 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.
 2. 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. 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.
 3. 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.

II. **Plagiarism** means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words or works. Plagiarism includes, but is not limited to:

- **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.
- **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.

III. **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 your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

IV. 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/Assistant Principal of the offense and the instructor or Principal/Assistant 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 13: Advisory Period

Each student will be assigned to an individual staff member who will lead a daily Advisory Period. During this period, the staff member will serve as a mentor to a small group of students. The purpose is to have a daily time set aside to have an adult in every student's life at Platteview High School that can have an intentional role in helping guide students during their time at PHS.

Mission Statement

Daily and intentional time will be reserved to ensure every student at Platteview High School has at least one trusted adult advocate who will stand by them to listen, advise, mentor and lead.

Advisory Period Goals

- To strengthen relationships, trust and rapport between teachers and students.
- To directly access struggling students and provide appropriate and timely interventions.
- To build a sense of togetherness within the larger school community.
- To complete important daily tasks that are valued within our school system (i.e. attendance, announcements and the Pledge of Allegiance to name a few). Other housekeeping items will come up on a regular basis that will be supported through advisory.
- To promote strong character and values within our student body with systematized process for teaching and learning those traits.
- To encourage and promote punctuality, regular school attendance and academic achievement that will be supported and monitored by advisory teachers.
- To provide additional time for academics to support both our core content and our career and technical education

programs.

- Individual student achievement goals will be set through student meetings with the school counselor to discuss MAP, ACT, diploma paths, career opportunities and much more.

How will this be accomplished?

- The Advisory Leadership Team will send agendas (including lesson plans, guides, etc.) to teachers by the end of the school day on Thursday for the following week.
- Teachers will meet weekly in curricular area teams to review agendas, develop lessons further, apply topics more appropriately to their specific groups/grade levels.
- Teachers will meet often with their advisory students, one-on-one, to discuss grades, citizenship, activities, attendance and much more.
- Teachers will use a character program that provides video lessons, support resources and materials to teach and discuss character and values within the advisory classroom.

Sample Activities

- Tracking grades, missing work (ICU), attendance, tardy management and discipline.
- Individual student meetings.
- Team building activities.
- Interventions.
- Exploration of study.
- Enrichment activities.
- Career education skill building including virtual job shadows.
- Core study practice.
- Reading.
- Other.

Section 14: Commencement

Each year Platteview High School will sponsor a commencement ceremony. This ceremony is a privilege and not required to complete PHS graduation requirements. Students will be notified each year of upcoming commencement dates and requirements for participation.

Commencement Ceremony Guidelines and Expectations

At Platteview High School we work very hard to communicate guidelines and expectations in advance to help seniors and parents plan for graduation.

Purpose of Commencement Ceremony at Platteview High School

The purpose of the Commencement Ceremony at Platteview High School is to recognize and honor the achievements of the graduating class. The Commencement Ceremony at Platteview High School is a formal ceremony. As such, Platteview High School reserves the right to set guidelines and expectations as such to assure that we remain true to the purpose of the event. We ask that you support us in keeping the event a ceremony and not a celebration. Graduation celebrations occur after our ceremony. Both are important to our graduating seniors and their families. The important thing is understanding the proper time for each type of activity.

One example of proper decorum at our Commencement Ceremony surrounds the time when the name of each graduate is read. It is understandable that a graduate's family would be excited and applaud their graduate as their name is read; however prolonged eruptions of cheering, ringing bells, blowing a whistle, throwing confetti or sounding an air horn would be disrespectful to other graduates and would cross the line between a ceremony and a celebration. Graduation is important to every single senior and their family. Actions such as those described disregard the feelings of other families (such as those immediately before and after such disruptions) and as such are strictly prohibited. No artificial noisemakers, confetti, beach balls, etc. will be permitted by graduates or attending spectators.

Please help us make our ceremony one that honors all graduates and their time here at Platteview High School. The following sections are designed to help familiarize you with what is expected.

Acceptable Commencement Attire

Seniors graduating from Platteview High School are expected to wear appropriate attire for the graduation ceremony and behave in a manner expected of every student as described in this document.

Male students will be required to wear dress slacks (no jeans or shorts), dress shoes and socks (no flip-flops or tennis shoes), dress shirts with collar (tie is optional). Female students will be required to wear a dress or dress slacks, and appropriate shoes (no flip-flops or tennis shoes).

Failure to adhere to the Commencement Ceremony guidelines and expectations as outlined above, as described to students during Commencement Ceremony practice, or as instructed by the class sponsor or administration, will be denied entrance into the ceremony, be removed from the Commencement Ceremony, or result in their diploma being withheld until such time as outlined in a discipline plan set up by administration.

Graduates are not to attach any items to their hat or gowns. No personal (or special order items) such as tassels or sashes may be worn. Students are not allowed to possess the following items during the ceremony: cell phones, ear buds, electronic devices, purses or handbags. Graduates will be checked for any such items prior to the ceremony.

Students will be asked to change unacceptable items, which may mean that the student may have to return home to change into appropriate clothing. It is advisable to check in advance of the graduation ceremony with the Principal or staff sponsor if you are uncertain about your attire.

Student Behavior

Senior students are reminded that any violations of the student code of conduct that result in long term suspensions or are egregious in nature at any point from this time of year on may jeopardize the student's privilege of taking part in the Commencement Ceremony in May.

Finishing Strong Academically

It is the responsibility of each senior student to work with the 12th grade Counselor to assure that they are on track with all graduation requirements and to assure that they complete all classes with a passing grade that are required for graduation.

Date Reminders

Students and parents will be given key date reminders throughout their senior year. These dates and reminders will also be posted on the Platteview High School website under School Publications.

Commencement Practice/Rehearsal

Participation in scheduled commencement practice/rehearsal is a requirement for a student to participate in the PHS Commencement Exercise. The practice/rehearsal will be held during the afternoon of the last day for seniors (following the Senior BBQ).

Senior BBQ

PHS will sponsor a Senior BBQ for all seniors and parents to be held during of the last regular school day for seniors each year. Event details will be shared with seniors and their parents throughout the school year.

Article 6 – Support Services



ARTICLE 6 - SUPPORT SERVICES

Section 1: Special Education Services

What Does Special Education Mean?

Special education means specially designed instruction and related services adapted as appropriate to the needs of an eligible student with a disability. Special education is provided at no cost to the parent to meet the unique needs of a child with a disability.

Students Who May Benefit

A student verified as having autism, behavior disorders, deaf-blindness, developmental delay, hearing impairments, mental handicaps, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury or visual impairments, who because of these impairments need special education and related services.

How are Students With Disabilities Identified?

Referrals are made by teachers or parents to a Student Assistance Team. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation is completed. An evaluation is conducted to assist in the determination of whether a student has a disability and the nature and extent of the special education and related services the student needs. The evaluation is conducted only with written consent of a parent or guardian. A multidisciplinary evaluation team (MDT) will then meet to determine whether the student is eligible for special education.

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 re-evaluated at least every three (3) 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 will obtain parental consent prior to conducting any reevaluation of a student with a disability.

Individual Education Program (IEP)

Upon a student being verified as having a disability, a conference will be held with parents. At the conference, an Individualized Education Program (IEP) will be developed specifying programs and services that will be provided by the schools. Parent consent will be obtained prior to a student being placed for the first time in a program providing special education and related services or early intervention services to infant and toddlers. Once in place, the IEP is reviewed on an annual basis, or more frequently as needed. Parents are given a copy of the IEP.

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). To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Determination of a student's educational placement will be made by the IEP team.

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.

More Information

Anyone interested in obtaining a copy of the District's special education policy, the Parental Rights in Special Education brochure, or a copy of the Nebraska Department of Education Rule 51 (special education regulations and complaint procedures) or Rule 55 (special education appeal procedures) may contact the Superintendent. A notice of parental rights, Rules 51 and 55 and more information about special education are also available at the Nebraska Department of Education's website: <http://www.nde.state.ne.us/SPED/sped.html>.

Section 2: Students with Disabilities - Section 504

Accommodations and related services are made available to students with disabilities under Section 504 of the Rehabilitation Act of 1973. Under Section 504, parents have the following rights:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of your child's 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. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child receive services and be educated in facilities which are comparable to those provided to students without disabilities.
6. Have your child receive an individualized evaluation and receive special education and related services if your child is found eligible under Section 504.
7. Have evaluation, eligibility, educational and placement decisions made based on a variety of information sources and by persons who know your child and who are knowledgeable about the evaluation data and placement options.
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if your child were placed in a program operated by the school district.
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the school district.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement. Obtain copies of educational records at a reasonable cost on the same terms as records are provided students without a disability unless the fee would effectively deny you access to the records.
11. Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school district refuses this request, it shall notify you within a reasonable time, and advise you of the right to a hearing.
13. File a local grievance in accordance with school policy.
14. Request an impartial hearing related to decisions regarding your child's identification, eligibility, and educational program or placement with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. This is provided in the local grievance procedure.

Section 3: The Student Assistance Team (SAT)

Supporting students, teachers and parents

What is a Student Assistance Team (SAT)?

The SAT is a school team, which includes the parent and, when appropriate, the student, in a positive, problem solving, intervention process. It assists students by ensuring that the school and community are doing everything possible to make every student successful. Students are most successful when there is a strong spirit of cooperation between home, school, and community. Based on this shared responsibility, the SAT meets to explore possibilities and strategies that will best meet the educational needs of the students, and

support teachers and parents. The SAT includes the most important people in the student's life such as parents or caregivers, teachers, counselors, specialists, school administrators or designees, and any other school or community members who can provide support.

How does the SAT Process Work?

Students are typically referred by the classroom teacher, but any member of the school staff and/or parent may request support from the SAT for a student whose learning, behavior or emotional needs are not being met under existing circumstances. The classroom teacher(s) would have already notified the parent regarding these issues. Prior to the first SAT meeting, teachers would have implemented some classroom modifications that enhance learning for students. A modification may be as simple as a change in seating location, a daily assignment sheet, or an increase in the use of visual teaching aids. Sometimes a simple change can make a big difference for a student. Any modification that has been tried or is currently in place will be discussed with a parent at the SAT meeting. Using this information, the team can suggest further steps to help the student.

What happens at a SAT Meeting?

1. The student (when appropriate) and parents meet with a group of teachers, wellness staff, and/or administrators.
2. A facilitator leads the group through a process, which results in a written plan of action.
3. The team discusses the student's strengths, concerns, gathers pertinent history and information and discusses present interventions and outcomes. The team brainstorms interventions and chooses actions to complete a plan of action for student success.
4. At the end of the meeting, a follow-up date will be scheduled to review progress. You will be invited to meet again with members of the SAT to evaluate changes and growth in your student.
5. Additional testing through Special Education resources may be recommended. This recommendation comes from the members of the SAT only after modifications and suggestions have not proven to be successful.

Section 4: Child Find Notice

Springfield Platteview Community Schools has an ongoing goal of locating and identifying all children, birth through age 21, who have special needs. The district will provide any child or youth who has a disability an appropriate public education at no cost to the parents for the child. Children or youth with disabilities are those who have developmental delays, hearing impairments or deafness, vision impairments or blindness, emotional disturbance, health impairments, specific learning disabilities, speech and language impairments, intellectual disability, orthopedic impairments, autism, multiple impairments or traumatic brain injuries. In addition, children and youth with any disability which substantially limits a major life activity may receive accommodations to allow them access to an appropriate education (Section 504 or the Rehabilitation Act, as amended).

Springfield Platteview Community Schools requests your help in locating children and youth with disabilities who are eligible to benefit from Special Education or 504 accommodations. If you know of a child or youth who is a resident of the district, who may have a disability and is not receiving needed services, please contact the Director of Special Services, 14901 S. 108th Street, Springfield, NE 68059, (402) 592-1300. Also, if you know of someone who may need this notice translated to another language, given orally, or delivered in some other manner, please contact the same person.

Section 5: Guidance Services

Springfield Platteview Community Schools employ counselor(s) for the purpose of assisting with the District's testing program, to assist with scheduling, to serve students with college and/or career planning and for students to discuss problems and resolve conflicts. If you wish to see a counselor, stop by a counselor's office and make arrangements for an appointment.

Academic Counseling and Scheduling

Counseling is available for academic planning. The counselors will oversee scheduling to guide each student towards meeting graduation requirements to assist ensuring that a student is college and career ready. Parents are encouraged to be an integral part of this planning.

Career Counseling

Career counseling is provided all students through testing, group guidance, subject exposure in the classroom, and through

individual counseling. This service is designed to facilitate each student in making college, vocational, and occupational choices. Assistance is available to students and parents in selecting a college, or vocational school, taking appropriate entrance exams, applying for scholarships, and obtaining financial aid. Career choices can be aided by using the Guidance Information System via computer, utilizing catalogues, and materials available through the counselor's office.

Post-Secondary Planning Websites

Planning for the future can be overwhelming. The following websites have a multitude of timely information that will be helpful in the planning process.

- <http://www.nebraskacareerconnections.org>: provides education and career planning resources
- <http://www.educationquest.org>: information on creating an activities resume, a financial aid estimator, college planning tips, and scholarship searches
- <http://www.actstudent.org>: register for the ACT test, practice questions, and college planning resources
- <http://www.collegeboard.org>: register for the SAT test, practice questions, and college planning resources

In addition, a student or parent can make an appointment to visit with the Platteview High School counselors to assist with needs in this area.

Bullying Prevention Website Resources

Platteview High School and SPCS does not endorse specific websites. The links below serve as external resources available to our school community.

Anti-Defamation League: Bullying/Cyberbullying - Provides strategies and resources for educators, youth, and families to respond to and help prevent bullying and cyberbullying.

<http://www.adl.org/education-outreach/bullying-cyberbullying/>

PACER National Center for Bullying Prevention - Provides resources for adults and students about bullying.

<http://www.pacer.org/bullying/>

Stopbullying.gov - Provides prevention and response strategies for parents, educators, community leaders, children, and youth about bullying and cyberbullying. Includes fact sheets, tips, videos, blogs, and a resource inventory. Information for adults is presented in English and Spanish. A federal government website managed by the U.S. Department of Health and Human Services.

<http://www.stopbullying.gov/>

Section 5: Health Services

Student Illnesses

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home include: Temperature greater than 100.4°F., vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves.

Please include emergency daytime phone numbers on your child's enrollment card so that you can be reached if your child becomes ill or injured while at school. Please also inform your school health office staff of health related information you feel is important for your student's success in the classroom and/or safety at school.

Guidelines for Administering Medication

Whenever possible, your child should be provided medications by you outside of school hours. In the event it is necessary that your

child take or have medication available at school, the parents/guardians must provide a signed written consent for the child to be given medication at school. For prescription medications, the district requires a signed physician authorization form. Both the parental and medical provider forms are available on the district website under the Health Services section.

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. The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR). For medications that are controlled, for example medications for ADD/ADHD, the health office will only accept a two-week supply. If you are not sure if your child's medication is controlled, please reach out to the health office for assistance.

All medications given to the school need to be picked up at the end of the school year. Those medications left in the health office after the last day of school will be destroyed if no other arrangements have been made for parental pick up.

If your child has asthma or diabetes or any other medical diagnosis that you want to make sure the health office or other staff members are aware of, please contact the health office staff at your child's school. For those students with asthma or diabetes, there are state required forms for their healthcare needs during school hours. These forms can be found on the district web site under the Health Service section.

School Health Screening

Children in Preschool and Kindergarten through fourth grade, as well as children in seventh and tenth grades will be screened for vision, hearing, dental defects, height and weight. *Students entering the Student Assistance Process at any grade level, and those about whom health concerns are identified to the school nurse, may also be screened.* Parents 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 and on an annual basis. The Nebraska statutes requires school-age screening, for parents who remove their child from the screening program they must submit findings from an alternate medical provider to the school proving that the child went through screening within the last 6 months.

Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six (6) 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.

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. You may obtain a certified copy from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, P.O. Box 95065, Lincoln, NE 68509-5065. There is a fee per certificate.

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal of the state of Nebraska on it and is signed by the director of vital statistics. If a birth certificate is unavailable, other reliable proof of a student's identity may be used. These documents could include naturalization or immigration documents showing date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Guidelines for Head Lice

The following guidelines are in place to: better control a nuisance condition; reduce absenteeism due to head lice; and involve parents as partners with the school in control efforts:

1. A teacher or staff member makes a report of a child with live lice.
 - a. The student will be checked in the health office.
 - b. The screening will be done with discretion.
 - c. Identify live lice by their movement; identify nits by their adherence to the hair shaft.
2. Parent Notification of Head Lice
 - a. The health services staff will notify parent/guardian when live lice are found in their student's hair.
 - b. The parent/guardian to pick up students as soon as arrangements can be made.
 - c. The student will remain in the health office until the parent/guardian arrives to take them home.
 - d. The health care office will maintain supply of combs for students to take home when needed.
3. Parent Pick-Up
 - a. Parent/Guardians will be directed to health services staff for information and treatment recommendations.
 - b. If needed, the health services office will provide the parent/guardian with information about lice and the procedure to return to school.
4. Return to School
 - a. Students may return to school after they have received effective treatment.
 - b. Effective treatment shall include but is not limited to:
 - i. MUST comb hair with a lice comb to remove nits.
 - ii. Bedding should be removed and washed in warm water and dried at a high heat setting.
 - iii. Shampoo with a lice treatment shampoo located at any pharmacy or comparative alternative treatment.
 - c. The health service staff will inspect the student's hair to assure that there are no live lice and nits remaining. Students will not be allowed to attend classes with live lice, and it is expected for parents to continue to work on removing nits.

*Nit removal will be emphasized for effective management of the condition. For more information call the nurse at your child's school.

Contagious or Infectious Disease

Whenever a student shows symptoms of any contagious or infectious disease, the student shall be sent home. The Superintendent shall be notified as per State Statute. Regulations set up by the state and local Health Departments for excluding children with communicable diseases from school will be followed. A student who has been absent due to a communicable disease must have a release from his physician, or the school nurse before returning to school.

Concussions: Return to Learn Protocol

Students who sustain a concussion and return to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical and academic staff until the student is fully recovered. *Parents are responsible for notifying the health office when their student sustains a concussion during any school or non-school related activity.*

The school administration of Platteview High School adopts NDE Guidance entitled "Bridging the Gap From Concussion to the Classroom," as its return to learn protocol, with the recognition that each student who has sustained a concussion will require an individualized response.

Child Abuse

To comply with current Nebraska Statute, pertaining to Abuse of Minor Children or Incompetent or Disabled Persons, any teacher or other school employee who suspects that a child's physical or mental health or welfare may be adversely affected by abuse or neglect shall report or cause a report to be made on any suspected case.

Abuse or neglect shall mean knowingly, intentionally, or negligently causing or permitting a minor child or an incompetent or disabled person to be:

1. placed in a situation that may endanger his life or physical or mental health, tortured, cruelly confined, or cruelly punished,
2. deprived of necessary food, clothing, shelter, or care,
3. left unattended in a motor vehicle, if such a child is six years of age or younger, or
4. sexually abused.

State law provides immunity from liability to reporting or investigating child abuse.

Section 7: Transportation Services

School Bus Regulations

Safety is our first consideration when transporting children to school. If the driver is distracted or directs attention away from the road, danger exists.

Authority of Driver: Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus. The driver shall be held responsible for the orderly conduct of the pupils while they are on the bus. It may become necessary for the driver of the bus to assign seating in order to maintain an orderly environment. All busses are owned and operated by the Student Transportation System of America.

Conduct Rules

- Cooperate with your driver.
- Stay seated facing the front of the bus.
- Students are to be dropped off at their assigned stop. Drivers must receive a signed note by parent/guardian giving permission for other drop-off arrangements.
- Keep head, hands, and feet to yourself and inside the school bus.
- Talk quietly, be courteous and no profane language is allowed.
- Students must be quiet at railroad crossings.
- Aisles shall be clear and unobstructed at all times.
- Help keep your bus clean. Do not litter in or out of the bus.
- Do not eat or drink on the bus without permission from driver. (Candy, gum, etc.)
- Do not bring hazardous materials on the bus.
- No animals are allowed on the bus.
- Do not tamper with or damage the bus or its equipment.
- Students shall not use the emergency exits unless an emergency exists.

The following inappropriate behavior will have immediate action and may include, but is not limited to the following, resulting in automatic suspension of transportation privileges: 1) fighting, 2) defiance of bus driver, 3) using matches/smoking or vaping, 4) vandalism, and 5) harassment or other behavior that involves disrespectful action towards another student(s).

Students should respect all employees and fellow students of the district and may be subject to discipline policies set forth by the Student Transportation System of America and Platteview High School.

Consequences for violating school bus rules:

- 1st Incident - Driver verbally warns student.
- 2nd Incident - Student receives citation; parent and Principal/Assistant Principal are verbally notified of the infraction.
- 3rd Incident - Student receives citation and is suspended from the bus for three to five days; parent is notified of the infraction by the Principal/Assistant Principal.
- 4th or More Severe - Student receives citation and is suspended from the bus up to the remainder of the school year.

Section 8: School Lunch Program

Current Lunch Prices

Breakfast- \$2.00 Adult Breakfast- \$2.00 Lunch- \$3.15 Adult Lunch- \$3.50 Milk- \$.55

Ala Carte prices - TBD

Cafeteria Expectations

Platteview High School is a closed campus. Students are required to remain in the building during school hours. This includes the lunch period. Students at Platteview High School are scheduled for a thirty-minute lunch period. In order to assume an orderly lunch period, students are requested to observe the following rules:

- All students must report to the Cafeteria, Student Lounge or New Commons during the time they are scheduled for lunch, regardless of whether they plan to eat or not.
- 9th grade students must remain in Cafeteria area throughout the lunch period until a point of the year determined by lunch supervisors.
- Students that violate lunch expectations (regardless of grade) will be assigned to an alternate setting for their lunch period for a time period determined by the administration.
- There should be no running in the hallway or "cutting in" or saving places in the lunch line.
- No food or drinks may be removed from these areas. When a student is finished eating, he/she will return the food tray to the wash area and return to his/her table or one of three areas listed.
- Students caught throwing food in the Cafeteria will be referred to the Administration.
- A student who violates the closed campus rules will be referred to the Administration.
- Due to Federal lunch program guidelines, students may not bring in outside hot food items for others during the lunch period.
- Money may be placed in accounts before school in the food service office from 7:45 am to 8:05am.
- Students are required to pay for all lunches received. Parents should keep enough money in the food service account to stay current. Each week on Tuesdays and Fridays – generic emails will be sent to families with low account balances (\$5.00 or less in a student account).
- The School Nutrition program understands that situations may occur when a child forgets their lunch money and will allow a student to charge a meal. A meal charge is defined as a short-term loan for a child to eat because the child forgot their lunch, their lunch money or has lost their money. On the first negative charge, school personnel will send home a slip with the student. The Food Service Office will also mail letters notifying the parents or guardians of their child's negative account. If there is no response from the parent or guardian a meal application for free or reduced lunch will be mailed out. If negative charges continue to occur, the matter will be turned over to the school Principal for resolution. Insufficient funds checks do count as charges for these rules. A \$5.00 fee will be added to all returned checks.
- Free or reduced price lunches are provided for those children whose parents can meet federal income guidelines. Application forms for this service are available in each school office and are sent home at the beginning of the school year with each child. The school district must have an approved application (or a list of student names from the state's direct certification list) before meal benefits can be given.
- The school district cannot claim any free and reduced meals to new children without a processed application. Lunch applications are processed daily upon arrival in the School Nutrition Office.
- In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability.
- To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call toll free (866)632-9992 (voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800)877-8339 or (800)845-6136 (Spanish). USDA is an equal opportunity provider and employer.

Protocol for Zero Balances:

- Step 1 Every day the child is told by the cashier if they have a zero or negative balance. They are also told to bring money the next day.
- Step 2 Every Tuesday & Friday emails are sent to parents with a balance below \$5.00.
- Step 3 Once a week negative balance letters go out to each school to be sent home with the child.
- Step 4 A list of negative balance accounts are sent to each school weekly. If the family balance is -15.00 or more a call from the school office is made to each family. At this time, the question is asked if the family is in need of a free or reduced lunch application.
- Step 5 After the family has been contacted at least 3 times by phone from the school office, the school principal will be asked to get involved if the balance is more than -30.00.

When a family is negative the students will be allowed to buy one breakfast and one lunch a day. No extras will be allowed to be purchased.



Article 7 - Drugs, Alcohol, and Vaping



Drug Free Schools



Education and Prevention



Standards of Student Conduct

ARTICLE 7: DRUGS, ALCOHOL, TOBACCO AND VAPING

Section 1: Drug-Free Schools

The District implements regulations and practices which will ensure compliance with the federal Safe and 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. The consistent message of the program is that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

In addition, the District strictly prohibits the use of tobacco, tobacco products, and vaping on school grounds and at all school activities.

Section 2: Education and Prevention

The District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs. The curriculum includes the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades. The District provides in-service orientation and training for staff with regard to drug and alcohol education and prevention programs.

Drug and Alcohol Use and Prevention

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 an age appropriate, developmentally based drug and alcohol education and prevention program. The program educates on the adverse effects of the use of illicit drugs and alcohol, with the primary objective being the prevention of illicit drug and alcohol use by students.

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs

Information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs is available to all of the students upon request of the Counselor. In the event of disciplinary proceedings against a student for any District policy pertaining to the prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol, appropriate school personnel will confer with the student and the student's parents or guardian concerning available drug and alcohol counseling, rehabilitation, and re-entry programs that appropriate school personnel consider to be of benefit.

Safe and Drug-Free Schools - Parental Notice

Pursuant to the provisions of the Federal Law, 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 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.

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

These standards are in addition to standards of student conduct elsewhere adopted by board policy or administrative regulation. The District's standards prohibit the possession, use, or distribution of illicit drugs or alcohol on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. Conduct prohibited at places and activities as hereinabove described shall include, but not be limited to, the following:

1. Possession, use, distribution or being under the influence of any controlled substance, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant.
2. Possession of any prescription drug in an unlawful fashion.

3. Possession, use, distribution or being under the influence of alcohol.
4. Possession, use, distribution, or being under the influence of any 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.
5. Possession, use, or distribution of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes.
6. Possession, use or distribution of any tobacco product or vaping device or product.

Disciplinary Sanctions

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 expulsion and referral to appropriate authorities for criminal prosecution. In particular, students should be aware that:

1. Violation of these standards may result in suspension or expulsion.
2. Prohibited substances will be confiscated and unlawful substances will be turned over to law enforcement authorities.
3. The student may be referred for counseling or treatment.
4. Parents or legal guardian will be notified.
5. Law enforcement will be notified.
6. If it appears there is imminent danger to the student, other students, school personnel, or students involved, emergency medical services will be contacted.

Intervention

The 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 environment, the school has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff.

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.

Article 8 – Student Rights, Conduct, Rules & Regulations



Purpose and
Forms



Expectations and
Student
Appearance



Electronic
Devices



Risks of Social
Networking



Harassment &
Bullying



PDA



Reporting and
Discipline Guides

ARTICLE 8 - STUDENT RIGHTS, CONDUCT, RULES AND REGULATIONS

Section 1: Purpose of Student Conduct Rules

These student conduct rules are established to maintain a school atmosphere which is conducive to learning, to aid student development, to further school purposes, and to prevent interference with the educational process. Violations of the rules will result in disciplinary action.

Section 2: Forms of School Discipline

Short-Term Suspension

Students may be excluded by Administration from school or any school function for a period of up to five (5) school days (short-term suspension) on the following grounds:

1. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or,
2. Other violations of rules and standards of behavior adopted by the Springfield Platteview Community Schools 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 will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
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.
4. 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.
5. A student on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
6. Students on a short-term suspension shall not be permitted to attend any school-sponsored events (home or away) during the term of the suspension.

Long-Term Suspension

A long-term suspension means an exclusion from school and any school functions for a period of more than five (5) school days but less than twenty (20) school days. A student who is on a long-term suspension shall not be permitted to be on school grounds or attend any school-sponsored events (home or away) without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension. The procedures will be those set forth in the Student Discipline Act.

Expulsion

Meaning of Expulsion

Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless (a) the misconduct occurred within ten (10) school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) the misconduct occurred within ten (10) school days prior to the end of the second semester, in which case the expulsion shall

remain in effect for summer school and the first semester of the following school year, or (c) 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.

Suspensions Pending Hearing

When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the Principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the Superintendent. The suspension pending hearing may be imposed 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.

Procedure for long-term suspension/expulsion:

The procedure shall be the same as that of short-term suspension except as follows.

The Principal may suspend a student immediately, regardless of the fact that a hearing was requested within five days of notice of expulsion or long-term suspension by the school, if the principal determines that such immediate suspension is necessary to prevent or substantially reduce the risk of:

1. Interference with an educational function or school purpose or personal injury to the student, other students, school employees, or school volunteers. Although the preferable practice is that the Principal makes such determination in writing, nothing in this policy shall so require. If no hearing is requested, the immediate suspension will continue until the date the long-term suspension, expulsion, or mandatory reassignment takes effect. If a hearing is requested, the suspension will continue until the date the hearing examiner files the report of his or her findings with the Superintendent, if the Principal has made a determination as above described. On the date of the decision a written charge and a summary of the evidence supporting such charge shall be filed with the Superintendent. The school shall, within two school days of the decision, send written notice by registered or certified mail to the student's parent or guardian and by regular mail to the student. Such written notice shall include the following:
 - a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension or expulsion, including a summary of the evidence to be presented against the student.
 - b. The penalty, if any, which the building administrator has recommended in the charge, and any other penalty to which the student may be subject.
 - c. A description of the hearing procedures provided along with procedures for appealing any decision rendered at the hearing.
 - d. A statement that the building administrator, legal counsel for the school, the student, the student's parent or guardian, and/or the student's representative (or legal counsel) shall have the right to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct, and the right to know the identity of the witnesses to appear at the hearing and the substance of their testimony.
 - e. A form on which the student, student's parent, or guardian may request a hearing to be signed by such parties and delivered to the building administrator or Superintendent in person or by registered or certified mail as prescribed by state law.
 - f. Nothing in this policy shall preclude the student or the student's parent guardian or representative from discussing and settling this matter with appropriate school personnel prior to the hearing.
 - g. If a hearing shall be requested within five school days of the receipt of the written notice by the student or the student's parent or guardian, the Superintendent shall appoint a hearing examiner and all of the provisions of the Nebraska statutes which relate to such a hearing shall be adhered to.
 - h. If the student, parent or guardian institutes the appeal following the determination of the Superintendent, they may appeal to the SPCS Board of Education. Such an appeal shall be made within seven school days following receipt of the written notice of the determination of the Superintendent.
 - i. A hearing shall be held before the Board of Education within a period of 10 school days after it is requested and such time for a hearing may be changed by mutual agreement by the student at the Superintendent, except that the hearing may be held before the Board of Education of not less than three members.

Summer Review

Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.

Alternative Education

Students who are expelled may be provided an alternative education program that will enable the student to continue academic work for credit toward graduation. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.

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 (1) full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.

Students Subject to Juvenile or Court Probation

Prior to the readmission to school of any student who is less than 19 years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to a court order, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal's designee shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal's designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

Other Forms of Student Discipline

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

Section 3: Student Conduct Expectations

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

Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment

The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle

being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, vaping device or products or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), alternative nicotine products, tobacco product look-a-likes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events. Bullying which shall include cyberbullying, 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. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
10. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
11. Repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
14. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
15. Willfully violating the behavioral expectations for those students riding the buses operated for SPCS operations.
16. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the

second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:

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

- b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm. 17.

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

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
- c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds. 18.

Knowingly possess, handle, or transmit any object or material that is ordinarily or generally considered could be considered a weapon including any imitation or look-alike object or materials which can be reasonably considered, or mistaken for, a weapon or which is represented as a weapon and interferes with school purposes." This would include objects such as, but not limited to paint ball guns, cap guns, sports equipment (baseball or softball bats),etc.

Additional Student Conduct Expectations and Grounds for Discipline

The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

DRESS AND PERSONAL APPEARANCE

DRESS CODE GUIDELINES

Clothing must be appropriate for school settings in order to provide a safe and orderly environment for all students to learn. The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians. The educational setting requires a higher standard of dress than a student might wear outside of school.

The dress code expectations, unless specifically noted or unless certain events and activities have their own dress expectations, apply to students during the school day, at school dances, and at school activities (home and away).

Allowable Dress and Grooming

- Students must wear clothing including both a shirt that covers the majority of the torso area without exposing any undergarments or private areas, with pants or skirt, or the equivalent and shoes.
- Shirts and dresses must have fabric in the front, back, and on the sides. Fabric covering all private parts must not be see through.
- Clothing must cover undergarments and all private parts during all normal movements as a part of the school day.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
- Specialized courses or activities may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress and Grooming

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Baseball hats, caps, visors, etc. are not allowed in and cannot be carried around the building at any time when school is in session.
- Students may wear hoodies, but must keep the hood off their heads. Administration will consider accommodation requests on an individual basis for students who wear special clothing as required by religious beliefs, disability, or other applicable laws.
- Dressing, grooming, or engaging in speech that is lewd or indecent, vulgar, or plainly offensive.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected status.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff or disrupt the orderly operations of the school. If the student's attire or grooming threatens the health or safety of any other person or disrupts the operations of the school, the student may be asked to change and discipline for ongoing dress or grooming violations will be consistent with discipline policies for similar violations.
- Clothing with words, pictures, or phrases that depicts violence or intimidation may not be worn.
- Slippers may not be worn as shoes.

Students who are in violation of the school dress code will:

1. Be educated on the reason this clothing is not allowed in a school setting, and when possible be given the opportunity to remove the item(s).
2. Be given the opportunity to change into other clothes they have available at the school or school issued clothing in order to find items that are appropriate to wear.
3. When the first two are not viable options, the student's parent or legal guardian will be contacted to bring appropriate clothing for the student to change into.
4. Repeated violations could result in school consequences.
5. Students will not be allowed to return to classes until they are in compliance with the school dress code. NOTE: Schools may communicate additional information on dress code expectations to students and parents/guardians.

Dress Code/Accessories at School Activities

At school activities, students shall be required to follow NSAA appearance/support item guidelines, found at www.nsaahome.org, and stated as follows: In the chart on the following page, ONLY those items marked "yes" will be allowed as fan/spectator support items.

PROHIBITED ITEMS: Confetti/shredded paper, powder, laser light/pointer, flashing objects, miniature sports balls, objects or candy thrown into the crowd, artificial noise makers (including but not limited to horns, cow bells, bells, buzzers, clickers, thunder sticks, rattles, instruments not part of a band), whistles, air horns, sirens, cannons/muskets/guns/fireworks, and live animals.

Our teams may be subjected to NSAA penalties—during a game or contest—if our students fail to follow the above-stated NSAA appearance/support item guidelines. We understand that standards for student appearance/dress at school activities may differ from those of the school building or classroom, but students are still subject to the authority of school staff regarding appearance/dress. Attendance at school activities is a privilege, not a right.

Violation of the expectations set forth in this policy relative to dress code/accessories at school activity will be referred to the school administration. Consequences for non compliance (or violating any) of the outlined expectations above may result in disciplinary action up to and including student and/or parent conference, suspension from school or from attending future contests, etc. depending on the severity of (and nature of) the offense.

Please note that there will be a zero tolerance with hats and hoods in PHS at any time when school is in session.



Fan/Spectator Support Items

In the Chart below, ONLY those items marked “Yes” will be allowed as fan/spectator support items at all NSAA Sub-District, District, State Playoffs and State Championships.

Sportsmanlike vocal cheering and support from the team bench area are encouraged. The items indicated on this page are for use by fans/spectators.

Prohibited items: Confetti/shredded paper, powder (baby, talc, etc.), laser light/pointer, flashing objects, miniature sports balls, objects or candy thrown into the crowd, artificial noise makers, (included but not limited to horns, cow bells, bells, buzzers, clickers, thunder sticks, rattles, instruments not part of a band), whistles, air horns, sirens, cannons/muskets/guns/fireworks, live animals

The use of unmanned aerial vehicles (UAV), also known as drones, is prohibited for any purpose by any person at any NSAA post-season tournament venues. For purposes of this policy, a UAV is any aircraft without a human pilot aboard this device. This prohibition applies to all fields of play, courts, arena, mats, gym floor or pool, and includes a ban on the entire facility being used as part of the NSAA event, including the spectator areas and parking areas. Tournament management shall refuse admission or entry to anyone attempting to use a UAV; and if necessary, Tournament management shall remove anyone attempting to use a UAV and/or confiscate the UAV. An exception to this policy, in writing, may be made in specific cases for NSAA broadcast partners, provided the Management of the tournament facility permits the presence of UAVs for broadcast purposes under the control of the NSAA (2015).

Regulations listed are subject to facility restrictions.

SPORT	BA	BB	CC	FB	GO	SO	SB	SW	TE	TR	VB	WR
Balloons	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No
One School Banner per school	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Hand held signs	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Megaphones (school recognized cheerleaders only)	Yes	Yes	Yes	Yes	NA	Yes	Yes	Yes	Yes	No	Yes	Yes
Shirts on student spectators (required) AR 3.3.11	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Shirts on general spectators	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Team Introduction Run-throughs or Break Away Banners	Yes	Yes	Yes	Yes	NA	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pompoms, spirit towels	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Prerecorded music that has been approved by the Host Administration may be played during pre-contest warm ups provided that a high school band is not available to play during that time.	Yes	Yes	Yes	Yes	NA	Yes	Yes	Yes	No	No	Yes	Yes
School bands	Yes	Yes	Yes	Yes	NA	Yes	Yes	Yes	Yes	NA	Yes	Yes
Carried school flags (Running/taunting prohibited)	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Key: BA-Baseball, BB-Basketball, CC-Cross Country, FB-Football, GO-Golf, SO-Soccer, SB-Softball, SW-Swimming & Diving, TE-Tennis, TR-Track & Field, VB-Volleyball, WR-Wrestling, NA-Not Apply

Electronic Devices

Philosophy and Purpose

Platteview High School discourages students from bringing electronic devices to school, except for those devices approved by the administration for educational purposes and personal cell phones. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student misuse of electronic devices.

Definitions

“Electronic devices.” include, but are not limited to cell phones, iPods, cameras, laptop computers (except for those as outlined by administration for educational purposes), wireless headphones and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.

“Sexting” means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that;

1. Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. #28-1463;02 or
2. Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,
3. Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.

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Possession and Use of Electronic Devices

Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. ***Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging unless specifically approved by the Principal in advance for a medical or emergency need. Cell phones must be out of sight at all times once a student walks into a classroom area or the media center. Additionally, cell phones may not be out or used when a student is in any bathroom or locker room area.*** Individual teachers may elect to collect cell phones in a pocket or basket system if they so choose; however any cell phone that is visible or interrupts instruction will result in consequences be given to the student.

Students are permitted to possess and use electronic devices before school hours, at lunch time, during passing time between classes, and after school hours, provided that the student not commit any abusive use of the device. Using of electronic devices between classes is not an excuse to be late to class. Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.

Gaming is strictly prohibited during the school day other than the lunch period that the student has been assigned.

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

Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).

Responsibility for Electronic Devices

Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

Penalties for Prohibited Use of Electronic Devices / Violations

Electronic Device Violations / Consequences

Using or having electronic devices (including cell phones) out (or wearing headphones) during any class or study hall period (without permission) or inappropriate use of iPad or device:

1. 1st offense – device is confiscated from student. Student may pick up the device at the end of the day from the main office. Parent(s) is/are notified by email or telephone.
2. 2nd offense and subsequent offenses – device is confiscated from student. Parent must pick up the device from the main office. Parent(s) is/are notified by telephone.
3. Continual violation of this policy will result student being placed on a behavior contract and may result in additional consequences including out-of-school suspension.
4. Refusal of student to give teacher the device will result in an office referral and additional consequences.

Network, Email, Internet and Other Computer Use Rules

General Rules:

1. The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Parental permission is required for student use. Access for all staff and students is a privilege and not a right.
2. Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.
3. Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and insure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.
4. Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.
5. The district will not be liable for, and does not warrant in any way, purchases made by any user over the network. Users shall not make purchases of goods and/or services via the district's network.

Policy and Rules for Acceptable Use of Computers and the Network:

The following policy and rules for acceptable use of computers and the network, including Internet, shall apply to all district administrators, faculty, staff and students. The term "Users", as contained herein, shall apply to all such individuals. The Superintendent, or the Superintendent's designee, is hereby delegated all authority and is the ultimate person in charge of the district network and technology resources or equipment, and the same shall also be under the direct supervision of the site or building administrator where located, sometimes herein called "network administrators."

1. Users shall not erase, remake, or make unusable anyone else's computer, information, files, programs or disks. In addition to any other disciplinary action or legal action that may occur, any user violating this rule shall be liable for any and all damages to the computer, information, files, programs or disks.
2. Users shall not let other persons use their name, account, logon password, or files for any reason (except for authorized staff members).
3. Users shall not use or try to discover another user's account or password.
- 68⁴. Users shall not use the computers or network for non-instructional or non-administrative purposes (e.g., games or activities) for 2021

- personal profit).
5. Users shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
 6. Users shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.
 7. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
 8. Users shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
 9. Users shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources. In addition to any other disciplinary action or legal action that may occur, any user violating this or any other rule shall be liable for any and all damages to the computer, network, information, files, programs or disks.
 10. Users shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teacher or network administrator.
 11. Users shall not take technology equipment (hardware or software) from the school grounds or remove such from computer work areas without written permission of the network administrator.

Etiquette and Rules for Use of Computers and the Network:

All users of computers and the network are expected to abide by the generally accepted rules of network etiquette. Informal rules of behavior have evolved for the use of and communication on the network, Internet and other online services. Breaches can result in harsh criticism by others. These rules of behavior include (but are not limited to) the following:

1. Be polite. Do not become abusive in your messages to others.
2. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language, message, information or images.
3. Do not reveal your personal account, address or phone numbers, or that of other students or colleagues.
4. Note that electronic mail (e-mail) is specifically not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities. Messages that violate the rules will result in disciplinary action.
5. All communications and information accessible via the network should be assumed to be private property of others.
6. Do not place unlawful information on any network system.
6. Keep paragraphs and messages short and to the point. Focus on one subject per message.
7. Include your signature at the bottom of e-mail messages. Your signature footer should include your name, position, affiliation, and network or Internet address.
8. Additional rules or regulations may be established as needed.

Penalties for Violation of Rules:

All of the policies, rules, and procedures for acceptable use of computers and the network are intended to make the computers and the network more reliable for users. They are also intended to minimize the burden of administering the networks so that more time can be spent on education and enhancing services. Use of the computer and access to telecommunications resources is a privilege and not a right. Violation of the policies, rules, and procedures concerning the use of computers and the network may result in disciplinary action up to, and including, loss of access, suspension and/or expulsion of students from school and loss of access, suspension, termination, non-renewal or cancellation of the contract of administrators, teachers, or other school employees.

Student and Parent Agreements:

Students and parents may be required to sign a computer and network use agreement as a condition of the student being permitted to use such equipment.

Risks of Social Networking

The purpose of this message is to give our students information about the risks of using social networking sites.

These sites are public sources of information that may be seen by others (i.e. school administrators, your parents, and law enforcement.) It is also accessible to people who you 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 you say now on social media may affect you years later.

What you say now on social media may also affect you right now. Pictures or writings that show that you have violated 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 you based on information posted on social media.

Here are some common sense guidelines that you should follow when using social media and the Internet in general: Don't

forget that your profile and forums are public spaces.

1. Don't post anything you wouldn't want the world to know (e.g., your phone number, address, IM screen name, or specific whereabouts).
2. Avoid posting anything that would make it easy for a stranger to find you, such as where you hang out every day after school.
3. 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 social media 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.
4. 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 specific social media companies or the authorities.
5. Don't post anything that would embarrass you later. Think twice before posting a photo or info you wouldn't want your parents or boss to see!
6. Don't mislead people into thinking that you're older or younger. If you lie about your age, social media sites will delete your profile.

We urge all students to following these common sense guidelines.

Sexting

Students who receive a "sexting" message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in sexting or have any "sexting" message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of any appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed;

- Students found in possession of a "sexting" message shall be subject to a three (3) day suspension from school.
- Students who send or encourage another to send a "sexting" message shall be subject to a five (5) day suspension from school.
- Give it a ponder before you post anything:
 - Is it true?
 - Is it necessary?
 - Is it hurtful?
 - Could it be misinterpreted?

Harassment and Bullying Policy

One of the missions of Platteview High School is to provide a safe and secure environment for all students and staff. Positive behaviors (nonviolence, 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 which shall include cyberbullying, 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.

Students who are the victim of bullying or harassment or who observe such occurring are to promptly report the problem to their teacher or to the Principal so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against for making the report.

Inappropriate Public Displays of Affection

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.

1. 1st Offense: Student will be confronted and directed to cease.
2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
3. 3rd Offense: Students will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and counselor.
4. 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 that, in the case of repeated violations, may result in discipline up to expulsion.

1. Students must have a pass when not in class during class time. Students are to use the pass only for the purpose requested. For example, if given a pass to use the restroom, the student must promptly proceed to and use the nearest restroom and promptly return to class.
2. Outside food items are not allowed in classrooms.
3. Students are expected to bring all books and necessary materials to class. This includes Individual Academic Period. Assignments for all classes are due as assigned by the teacher.
4. Students are not to operate the mini-blinds or the windows without permission of the teacher.
5. 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.
6. Students are to be in their seats and ready for class on the tardy bell.
7. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or cleanup rules that will be explained to students by that teacher which must be followed.
8. Students are not to bring "nuisance items" to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
9. Students are to keep hallways clear in the mornings before school and at lunch so that others may easily pass through the halls.
10. Snow handling is prohibited.
11. Students may not sell any items to other students on school grounds or during school hours. Only approved student fundraising activities may occur on school grounds or during school hours.

Section 4: Reporting Student Law Violations

1. Cases of law violations or suspected law violations by students will be reported to the police and to the student's parents or guardian as soon as possible.
2. When a Principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the Principal or other school official will take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken. An exception applies when a minor has been taken into custody as a victim of suspected child abuse; in that event the Principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.
3. In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it shall be the policy of SPCS 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.

Section 5: Discipline Guides

Area A – Assault, Threats, Menacing, Profanity, etc.

ISS – (In-School Suspension)

OOS – (Out-of-School Suspension)

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
A1 – Assault on a student without injury	ISS 1-3 days Notify parents	OOS 1-3 days Notify parent	OOS 5-10 days Notify parents Possible expulsion
A2 – Assault on a student with injury	OOS 3-5 days Notify parents and police Possible expulsion	OOS 5-19 days Notify parents and police Recommendation for expulsion	
A3 – Assault on school personnel with or without injury	OOS 5-19 days Notify parents and police Recommendation for expulsion		
A4 – Fighting	ISS / OOS 1-3 days Notify parents	ISS / OOS 3-5 days Notify parents	OOS 5-10 days Notify parents Possible expulsion
A5 – Threats, intimidating or menacing another student	ISS 1-3 days Notify parents Behavior contract	ISS 3 days Notify parents	ISS 6 days Notify parents Possible expulsion for Continued offenses
A6 – Threats, intimidating or menacing school personnel	OOS 3 days Notify parents	OOS 5 days Notify parents Possible expulsion	
A7 – Swearing or inappropriate gestures at or towards school personnel	OOS 3 days Notify parents	OOS 3-5 days Notify parents	OOS 5-10 days Notify parents possible expulsion
A8 – Profanity (not directed at school personnel)	Verbal warning	Administrative Conference Notify parents	ISS 1-3 days Notify parent Possible OOS for continued offenses
A9 – Initiating threatening calls to school (i.e. bomb threats)	OOS 5-19 days Notify parents and police Recommendation for expulsion		
A10 – Hazing	Hazing consequences may range from out-of-school suspension to a recommendation for expulsion. Hazing (of any kind) is strictly prohibited.		

Area B – Weapons

ISS – (In-School Suspension)

OOS – (Out-of-School Suspension)

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
B1 – Weapon	OOS 10-19 days Retain the object Notify parents and police Possible recommendation for expulsion	Retain the object Notify parents and police Recommendation for expulsion	
B2 – Firearm	Mandatory 1 calendar year expulsion		
B3 – Nuisance or dangerous items (i.e. stink bombs, mace, squirt guns, snowballs, etc.)	ISS 1-3 days Notify parents	ISS 3-5 days Notify parents	OOS 1-3 days Notify parents
Weapons – See the Student Rights and Responsibilities section of this handbook for the legal definitions of weapons according to the Nebraska Legislature.			

Area C – Alcohol, Drugs, Controlled Substances, Tobacco, Vaping or Other Prohibited

Products ISS – (In-School Suspension)

OOS – (Out-of-School Suspension)

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
C1 – Possession, under the influence of, and/or use of alcohol, controlled substance, intoxicant or placebo/lookalike/imitation	OOS 19 days Notify parents and police Recommend drug/alcohol evaluation	Recommendation for expulsion	
C2 – Selling or offering a controlled substance, prescription drug, alcohol or intoxicant of any kind	Recommendation for expulsion		
C3 – Possession of drug paraphernalia	OOS 5 days Notify parents and police Possible recommendation for expulsion	OOS 5-10 days Notify parents and police Possible recommendation for expulsion	Recommendation for expulsion
C4 – Smoking or use of tobacco	ISS 1-3 days Confiscation of matches, lighter and/or cigarettes Notify parents	OOS 1-3 days Confiscation of matches, lighter and/or cigarettes Notify parents	OOS 5 days Confiscation of matches, lighter and/or cigarettes Notify parents
C5 – Possession of matches, lighter or cigarettes	ISS 1-3 days Confiscation of matches, lighter and/or cigarettes Notify parents	ISS 3-5 days Confiscation of matches, lighter and/or cigarettes Notify parents	OOS 1-3 days Confiscation of matches, lighter and/or cigarettes Notify parents
C6 – Possession or use of vaping device, product or material	OOS 3 days Confiscation of device, product and/or material Notify parents	OOS 5 days Confiscation of device, product and/or material Notify parents	OOS 5-9 days Confiscation of device, product and/or material Signed behavior contract Notify parents

Area D – Robbery, Theft or Extortion

ISS – (In-School Suspension)

OOS – (Out-of-School Suspension)

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
D1 – Robbery (use of force or fear)	OOS 5 days Notify parents and police Possible recommendation for expulsion	OOS 5-19 days Notify parents and police Recommendation for expulsion	
D2 – Extortion	2 detentions Notify parents	ISS 1-3 days Notify parents and police Possible recommendation for expulsion	OOS 3-5 days Notify parents and police Possible recommendation for expulsion
D3 – Theft or attempted theft of school or private property	ISS 1-3 days Notify parents and police Reimburse for loss	ISS 3-5 days Notify parents and police Reimburse for loss	OOS 1-5 days Notify parents and police Reimburse for loss Possible recommendation for expulsion
D4 – Wrongful possession of school or private material	ISS 1-3 days Notify parents and police	ISS 3-5 days Notify parents and police	OOS 3-5 days Notify parents and police Possible recommendation for expulsion
D5 – Knowingly receiving stolen property	OOS 3 days Notify parents and police Reimburse for loss	OOS 3-5 days Notify parents and police Reimburse for loss	OOS 5 days Notify parents and police Reimburse for loss Possible recommendation for expulsion

Area E – Arson, Vandalism, Signaling False Fire Alarm or Tampering with Fire or Safety Equipment or Extinguishers

ISS – (In-School Suspension)

OOS – (Out-of-School Suspension)

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
E1 – Fire setting, arson (lighting fire or being involved in act of fire setting or arson)	OOS 10 days Notify parents, police and fire marshal Reimburse district for loss Recommendation for expulsion		
E2 – Graffiti or causing damage	ISS 1-3 days Notify parents and police Reimburse for loss	ISS 3-5 days Notify parents and police Reimburse for loss	OOS 3-5 days Notify parents and police Reimburse for loss Recommendation for expulsion
E3 – Vandalism to school property or building	OOS 5-19 days Reimburse for loss Notify parents and police Possible recommendation for expulsion	OOS 19 days Notify parents and police Recommendation for expulsion	

Area F – Harassment

ISS – (In-School Suspension)

OOS – (Out-of-School Suspension)

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
F1 – Written or oral harassment; including profane or abusive language/gestures towards students, bullying jokes, slurs, graphic or verbal comments about an individual's body of sexual or racial nature	Conference with administrator ISS 1-3 days Signed behavior contract Notify parents	OOS 1-3 days Notify parents	OOS 5 days Notify parents Mandatory parent meeting Possible recommendation for expulsion
F2 – Visual harassment: offensive poster, pornography, photos, cards, cartoons, graffiti, drawings, objects or gestures, PDA and locker décor	Conference with administrator ISS 1-3 days Signed behavior contract Notify parents	OOS 1-3 days Notify parents	OOS 5 days Notify parents Mandatory parent meeting Possible recommendation for expulsion
F3 – Physical harassment: Intentional or obvious unwelcome or offensive physical contact	OOS 3 days Notify parents and police Signed behavior contract	OOS 5 days Notify parents and police	OOS 5-10 days Notify parents and police Recommendation for expulsion
****Please refer to the Platteview High School policy included in the Student Rights and Responsibilities. The victim may take action beyond the scope of building discipline in regards to harassment.			

Area G – Attendance and Tardies

ISS – (In-School Suspension)

OOS – (Out-of-School Suspension)

Area	Benchmark	Benchmark	Benchmark
G1 – Attendance	See Attendance policy on pages 16-19.		
G2 – Tardies	Tardy consequences by number of tardies is outlined on page #19.		
****For specific attendance definitions and policies, please see pages 16-19.			

Area H – Electronic Devices

Area	Benchmark	Benchmark	Benchmark
H1 – Cell Phones, Headphones and Other Electronic Devices Being Used at Inappropriate Times or Locations During School Day	<p>1st offense – device confiscated for remainder of school day</p> <p>Parent(s) notified by email or telephone contact</p> <p>Student may pick up device from main office at end of school day</p>	<p>2nd offense and subsequent offenses – device confiscated for remainder of school day</p> <p>Parent(s) notified telephone</p> <p>Parent must pick up device from main office at end of school day</p>	<p>Students may not wear headphones on person during any class time.</p> <p>Failure to surrender device will result in an office referral and additional consequences.</p> <p>Students that continually violate this policy will be placed on a behavior contract and will face more serious consequences including out-of-school suspension.</p>
<p>****For more specific details regarding electronic devices including iPad use, see pages 53-57.</p>			

Area I – Student iPads or School-Issued Devices

Area	Benchmark	Benchmark	Benchmark	Benchmark	Benchmark
I1 iPad/device use infractions	<p>1st offense – administrative conference, loss of iPad/device for remainder of the day, and email notification to parents.</p>	<p>2nd offense - administrative conference, loss of iPad/device until 5th period of the next school day following infraction (may include weekend) and phone call to parents.</p>	<p>3rd offense - administrative conference, loss of iPad/device for 2 school days following infraction (may include weekend) and phone call to parents.</p>	<p>4th offense - administrative conference, loss of iPad/device for 3 school days following infraction (may include weekend) and phone call to parents.</p>	<p>5th offense and subsequent offenses - administrative conference with student and parents, loss of iPad/device for 5 school days following infraction (may include weekend), enter use contract prior to further use. Student may lose iPad/device for remainder of semester at administrator discretion.</p>

Area J – Defiance, Disruption, and Other General Areas of Discipline

ISS – (In-School Suspension)

OOS – (Out-of-School Suspension)

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
J1 – Defiance of Authority. Failure to obey a direct instruction including lying, refusing to provide accurate information and/or falsifying information	Saturday school 8A-11A Notify parents	ISS 1-5 days Notify parents	ISS 3-5 days Notify parents Possible OOS for continued offenses
J2 – Disruption of school activities – i.e. horseplay, loud or excessive talking, play fighting, misuse of hall pass, etc.	Conference with administrator	Saturday school Notify parents	OSS 1-3 days Signed behavior contract Notify parents
J3 – Disruption while in ISS	OOS 2 days Return to complete ISS as assigned Notify parents	OOS 3 days Return to complete ISS as assigned Notify parents	OOS 5 days Notify parents Recommendation for expulsion
J4 – No show to detention	Doubling of time owed	Saturday School	ISS 1-3 days Parents notified
J5 – Any lunchroom misconduct	Detention or possible ISS or OSS Notify parents	Detention or possible ISS or OSS Notify parents	OSS 1-5 days Student will eat in ISS area for rest of semester Notify parents
J6 – Fraudulent use of school or public phone	ISS 3 days Notify parents and police	ISS 6 days Notify parents and police	OOS 5 days Notify parents and police
J7 – Buying or selling food or drinks or other items to students, or any unauthorized use of student ID number	Detention Notify parents	ISS 3 days Notify parents	ISS 6 days Notify parents
J8 – Falsifying or altering signatures or misrepresenting self	ISS 1-3 days Notify parents	ISS 3-5 days Notify parents	OOS 1-3 days Notify parents
J9 – Gambling in any form: pitching coins, dice, wagering with cards, etc.	1-3 detentions Conference with administrator Notify parents	3-5 detentions Notify parents	ISS 1-3 days Notify parents
J10 – Wrongful use of skateboard, roller blades, hover boards, bicycles, etc. on school property.	Confiscate item Notify parents Parents must pick up item	1 detention Confiscate item Notify parents Parents must pick up item	2 detentions Confiscate item Notify parents Parents must pick up item
J11 – Unauthorized entry into any unattended school area	Detention Notify parents	3-5 detentions Notify parents	ISS 1-3 days Notify parents
J12 – Loitering	Conference with administrator Possible detention Notify parents	Detention Notify parents	Multiple detentions Notify parents
J13 – Misconduct for a Guest Teacher or Speaker	Saturday school Notify parents	ISS 1-3 days Notify parents	ISS 3-5 days Notify parents
J14 – Continual Violations of School Rules	ISS 3-5 days Notify parents	OOS 1-3 days Notify parents Signed behavior contract	OOS 3-5 days Notify parents Possible recommendation for expulsion

Area K – Study Hall

ISS – (In-School Suspension)

OOS – (Out-of-School Suspension)

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence	4th Intervention / Consequence
K1 - Not being available on Apple Classroom (i.e. Bluetooth off or Airplane mode turned on)	Verbal redirection to follow directions	Solitary seating Verbal warning Teacher intervention	Office referral	
K2 - Turning off Apple Classroom after roll is taken	Solitary seating Verbal warning	Teacher intervention After school detention	Office referral	
K3 - Not working on academic endeavors during Study Hall	Redirection	Redirection Solitary seating	Teacher intervention Verbal warning	Office referral
K4 - Any activity that impedes the ability of another student to complete his or her work	Verbal redirection Solitary seating	Teacher intervention Verbal warning	Office referral	
K5 - Cell phone presence (visible or audible) or Gaming	School polices regarding inappropriate cell phone use and gaming will be followed. These policies are outlined in this Handbook.			

Area L - Dress Code and Personal Appearance

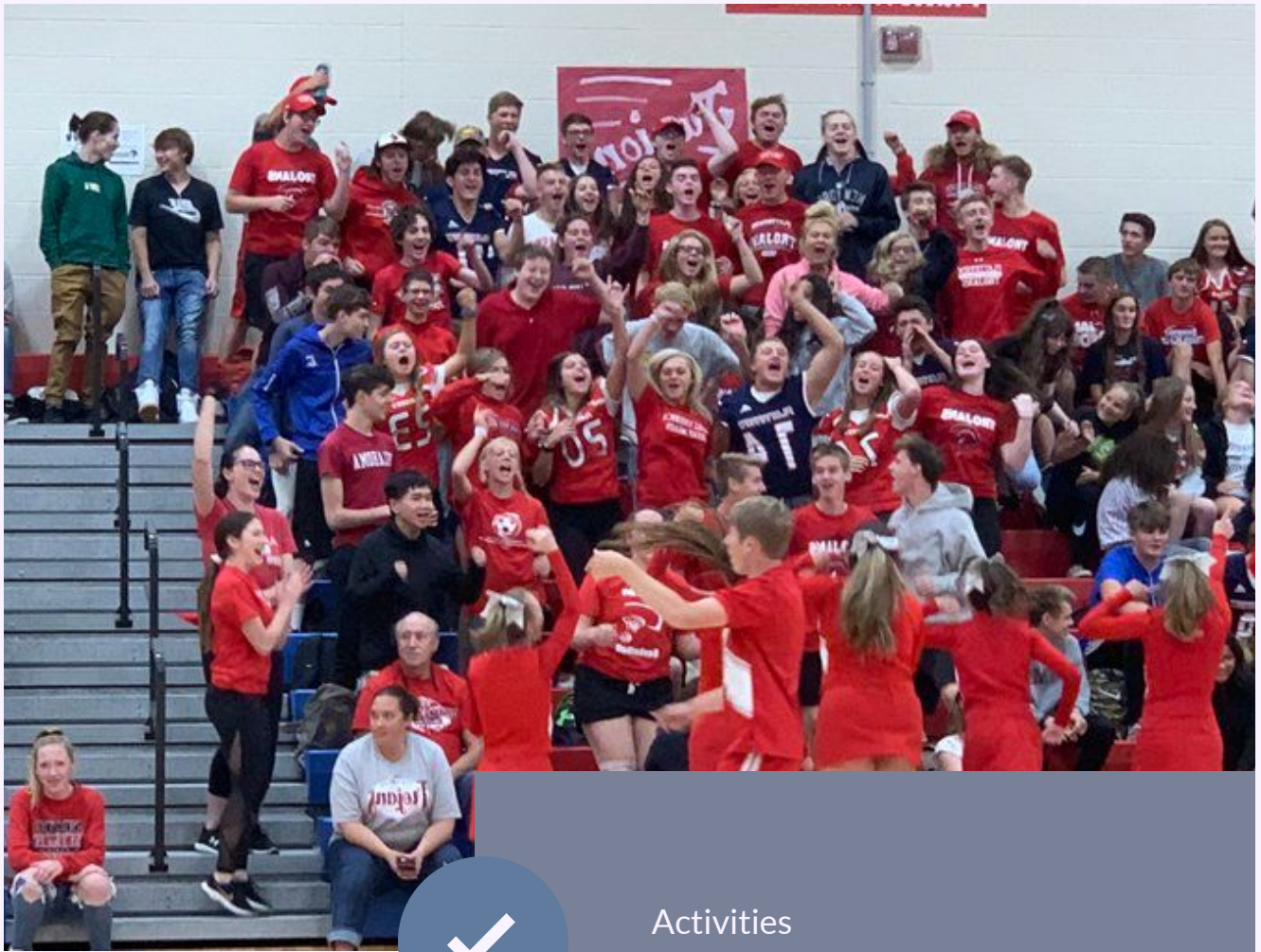
See pages #64-#65.

Area M – Parking Lot Areas

ISS – (In-School Suspension)

OOS – (Out-of-School Suspension)

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
M1 – Driving recklessly or speeding in parking lot areas	Administrative Conference Notify Parents	ISS 1-3 Days Notify Parents	Loss of Parking Lot Privileges Notify Parents
M2 – Not Parking in Assigned Parking Spot or in a Non-Designated Area During the School Day	Administrative Conference Notify Parents	ISS 1-3 Days Notify Parents	Loss of Parking Lot Privileges Notify Parents
M3 – Loitering in vehicle before or after school	Verbal Warning to Student	Administrative Conference Notify Parents	ISS 1-3 Days Notify Parents
M4 – Horseplay While Waiting for Bus	Verbal Warning to Student	Administrative Conference Notify Parents	ISS 1-3 Days Notify Parents
M5 – Riding (or allowing) another student (or person) to ride on exterior vehicle	1 Day ISS Notify Parents Notify Law Enforcement	3-5 Days ISS Notify Parents Notify Law Enforcement	1-3 Days of OOS Loss of Parking Lot Privileges for Remainder of the Year
**** Continual violations of the parking lot expectations will result in more stringent disciplinary actions, up to expulsion.			



Article 9 – Extracurricular Activities



Activities



Athletics



Clubs and Organizations

ARTICLE 9: EXTRACURRICULAR ACTIVITIES

Section 1: Extracurricular Participation

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

Warning for Participants and Parents

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

Section 2: Extracurricular Activity Code of Conduct

CODE OF CONDUCT PLATTEVIEW ATHLETICS & ACTIVITIES

Extracurricular Code of Conduct

Extracurricular activity shall be defined as "any activity involving students of Platteview High School outside the established academic discipline, at which public attendance is encouraged, or involves contests involving students from other schools." Such activities at Platteview High School include, but are not limited to athletics, vocal music, band, cheerleading, drill (or dance) team, Debate, One-Act, National Honor Society, FBLA, Student Council, FCCLA, speech, dramatics and other activities that are NSAA-sanctioned.

Participation in Platteview High School extracurricular programs is a privilege, not a right. Students participating in our programs serve as representatives of their schools and teams/groups, and may be viewed as role models by younger students. In addition for athletics, student health and fitness must be maintained on a year-round basis to meet the demands of interscholastic athletic competition. For these reasons, student-athletes are required to comply with the standards set by these training and personal conduct rules.

In addition to the extracurricular activity code of conduct, students that participate in Platteview High School extracurricular programs must abide by behavior and code of conduct standards as outlined in the Platteview High School Student-Parent Handbook and board policy.

Attendance at practice and contests

Participants are expected to be at all practices scheduled by the coach/sponsor. Should a student not be able to attend a practice/event, he/she must contact the coach/sponsor in advance and be excused from practice/event. Students are always expected to be on time for all practices, contests, and departures for contests.

Should a student miss a practice or contest without being excused in advance, the student may be required to make up this practice, either before or after a regular practice or on an off day, but the total time of the practice will never exceed the normal length of a practice. Should a student miss a second practice or contest without being excused in advance, the student may be withheld from the next contest that he/she is scheduled to take part in. Should a student miss a third practice or contest without being excused in advance, the student may be dismissed from the squad/program for the remainder of the season/duration of program.

All practices are important, not only to the individual student, but to the team/group as a whole. In some cases, where a student must miss practice when he/she is excused in advance, the student may be required to also spend some extra time before or after regular practices to make up for the practice time lost. This is the only way coaches/sponsors can help the individual regain skills that they missed out on because of the absence from practice.

Ejection from an athletic contest

Athletes or fans that are ejected from a contest will be suspended from play from the date of the ejection through the completion of the next contest the athlete or fan was suspended from. If the ejection was during the last contest of the season the suspension will be carried over into the next activity or year.

Quitting or being removed from a sport/program

Any student who quits a sport or who is removed from a team automatically forfeits any letter he/she has earned during that season for that sport/program.

Individual program expectations that are established as conditions of participation

Individual coaches and sponsors may have program specific expectations that are unique to their particular program that students are expected to follow as a condition of participation and/ or lettering in the program. Such rules may exceed standards of the Platteview High School Parent-Student Handbook and NSAA By-laws, but may not be lower standards/expectations for participation in such program. Any such additional standards and expectations that are program specific must be approved by the Activities Director and should be clearly communicated to all participants and parents in advance of participating in that program.

When

The application of these rules and regulations shall be initiated on the first day of school, or the first day in which practice for, or participation in the activity is held, whichever is earlier. The application of these rules shall end each school year on the last day of school or the last day of competition the activity is held, whichever is later. Suspensions that have not been fully served will carry over to subsequent year until fully served. In addition, a cumulative total of five (5) violations of the Code of Conduct over the course of a student's tenure may deem the student ineligible to represent Platteview High School in any extracurricular programs as described above.

Where

The Code of Conduct rules apply regardless of whether the conduct occurs on or off school grounds. Generally, the school favors credible reports and evidence which come from a member of the certified school staff, law enforcement, or admission by the student or student's parent or guardian. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

Grounds for Extracurricular Activity Discipline

Students who participate in extracurricular activities are expected to demonstrate cooperation, patience, pride, character, self-respect, self-discipline, teamwork, sportsmanship, and respect for authority. The following conduct may constitute grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

1. Willfully disobeying any reasonable written or oral request of a coach, sponsor or school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating or hazing any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause harm or a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.
7. The possession, use, distribution and/or consumption, of alcoholic beverages of any kind, including beer, liquor, spirits, and any other substance regularly understood to be alcohol, produce the same effects as alcohol, or any imitation substance which purports to be alcohol.
8. Selling, using, possessing or dispensing alcohol, tobacco, narcotics, drugs, a controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance or "lookalike, material" represented to be alcohol, narcotics, drugs, a controlled substance or inhalant, such as K2 or an electronic cigarette (or vaping device or vaping products) or vaporizer; Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. (Note: Refer to "Drug and Alcohol Violations" for further information).
9. Hosting an activity that includes underage alcohol or drug use; or being a provider of alcohol, drugs or illegal substances to an underage person.
10. Public indecency.
11. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
12. Bullying which shall include cyberbullying, 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.
13. 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.

14. 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.
15. Using any Internet or social networking websites to make statements, post pictures, or take any other actions that are indecent, vulgar, lewd, slanderous, abusive, threatening, harassing or terrorizing.
16. Engaging in any activity forbidden by law that constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
17. Violation of any of the school rules.
18. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
19. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
20. Willfully violating the behavioral expectations for those students riding Springfield Platteview Community School buses or vehicles used for activity purposes.
21. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
22. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event due to regular school discipline.
23. Failure to attend scheduled practices and meetings. In the event of an absence, the coach or sponsor will determine the validity of the reason for the absence. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
24. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.
25. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.
26. Acts of egregious unsportsmanlike conduct or repeated act of unsportsmanlike conduct will not be tolerated as a representative of Platteview High School.

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

DRUG, ALCOHOL, TOBACCO AND VAPING PROVISIONS

For purposes of the Drug, Alcohol, Tobacco and Vaping provisions of this code of conduct, the terms used are defined as follows -

- Use or consume includes any level of consumption or use, whether presently under the effects of the drug, alcohol, tobacco or vaping at the time or not. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation.
- Under the influence means any level of impairment and includes even the odor of alcohol on the breath or person of a student, or the odor of an illicit drug, tobacco or vaping residue on the student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant.
- Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), alternative nicotine products, tobacco product look-a-likes, and products intended to replicate tobacco products either by appearance or effect.
- Vaping products and materials include all such vaping devices or e-cigarettes and the materials used in these devices.
- Possession of alcohol includes having control of the substance and also includes being in the same area where the substance is present, and no responsible adult present and responsible for the substance. Possession includes situations where, for example:
 1. Alcohol is in a vehicle in which the student is present. The student is considered to be in possession if the student is aware that the alcohol is in the vehicle, even though the student has not touched or consumed the alcohol; and
 2. Alcohol is present at a party attended by the student. The student is considered to be in possession if the student is aware that alcohol is at the party and fails to immediately leave the party, even though the student has not touched or consumed the alcohol. In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon as the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger the student).

To host an activity that includes underage alcohol or drug use is defined as the activity occurring at your residence, in your vehicle, or in an area that the student arranged (or helped arrange) in advance.

1. For the purposes of these activities occurring at the student's residence, the student is considered to be responsible for the illegal activity occurring under their control. The student would be considered a host if alcohol or drugs are being used by underage persons at the student's residence.
2. If drugs or alcohol is brought to a student's residence, the student must take every step possible to end the illegal activity. This would include calling a parent or the local authorities to intervene if the person in control of such items refuses to leave.
3. A student is also considered to be a host if these described activities occur in a vehicle operated by the student. The student would have the same expectations as described above if the alcohol or drugs was brought into the student's vehicle. Once becoming aware of the activity, the student must take every reasonable action to end the use in their presence.
4. A student would also be considered a host if the student arranges a gathering where underage and alcohol use occurs. Examples of such areas would be on the side of a road, at a lake, at a park, etc. The key here is that the host orchestrated the gathering and illegal activity occurred.

A provider is the person who supplies alcohol, drugs, or other illegal substances to an underage person, whether or not the person purchased the item(s) or not.

Examples of providing would be bringing alcohol, drugs or other illegal substances to another person or gathering on one's person or in one's vehicle.

Self-reporting shall be defined as situation when a student violates one or more of the areas of the code of conduct, the student must contact their coach or sponsor within 48 hours of the violation. The coach or sponsor will inform the Activities Director or Athletic Director.

Consequences for Drug, Alcohol, Tobacco and Vaping Violations

Because of the significance of drug, alcohol, tobacco and vaping violations on the student participants, other students and the school, the following consequences are established for such violations. In the event of more serious offense of the Code of Conduct (i.e. felony charge against student) or when the circumstances reasonably dictate that the conduct outlined below is insufficient to address the seriousness of the offense, the consequence of the violation is not restricted by the foregoing, and may be established in the discretion of the administration.

Sanctions for activities that are a part of the class or class requirement may vary pending administrative approval (i.e. Band or Choir concert that is graded). Ungraded activities are subject to sanction (i.e. Honor Band, Pep Band, Honor Choir, etc.).

First Violation during an academic year -

- Ten (10) school days for all extracurricular programs. The suspension must include at least one competition date, but is capped at a maximum of three competition dates over the ten school days.

School days are defined as days that school is officially in session. The number of days will begin as follows: The ten (10) day suspension for this athlete would begin the day of the first competition at his/ her level following notification of suspension. If the violation occurs outside of the season(s) of participation, the suspension will begin with the date of the first competition and continue through the period of time to include 10 school days. The student would become eligible once the 10th day has been served. Suspensions shall include all levels of play.

If a sport ends before the student has completed the prescribed penalty, the student will not be eligible until the full number of days has been served in the next sport that the student participates in. Suspensions that have not been fully served will carry over to the next academic year.

If a student does not complete the remainder of a season in which a suspension has been levied, the suspension will be applied in full during the next season of competition.

Second Violation during an academic year -

- Twenty (20) school days for all extracurricular programs. The suspension must include at least three competition dates, but is capped at a maximum of six competition dates over the twenty school days.

School days are defined as days that school is officially in session. The number of days will begin as follows: The twenty (20) days for this athlete would begin the day of the first competition at his/her level following notification of suspension. If the violation occurs outside of the season(s) of participation, the suspension will begin with the date of the first competition and continue through the period of time to include 20 school days. The student would become eligible once the 20th day has been served. Suspensions shall include all levels of play.

If a sport ends before the student has completed the prescribed penalty, the student will not be eligible until the full number of events has been served in the next sport that the student participates in. Suspensions that have not been fully served will carry over to the next academic year.

If a student does not complete the remainder of a season in which a suspension has been levied, the suspension will be applied in full during the next season of competition.

Third or Subsequent Violation during an academic year –

- Student will be suspended for the remainder of the calendar year.

A suspension (for first and second offenses only) may be reduced by a student up to a maximum of 50% through the following manners, and approved by the administration:

- Reduction for Self-Reporting: If the student has self-reported, the first violation shall be reduced by 50% of the prescribed number of school days for all extracurricular programs for the first violation or second violation during a school year.
- Reduction for Attendance and Completion of a Drug, Substance, Alcohol and/or Tobacco Education/Cessation Program: A suspension resulting from the first or second offense of the Code of Conduct during an academic year may be reduced by 50% of the prescribed number of school days for all extracurricular programs.
- First offense 50% reduction - The suspension must include at least one competition date, but is capped at a maximum of two competition dates over the five school days.
- Second offense reduction - The suspension must include at least one competition date, but is capped at a maximum of three competition dates over the ten school days.

It is encouraged that students would elect to participate in both of the above options in an effort to eliminate drug/alcohol/substance/tobacco use/possession.

If the student is determined to have been the **host** of a party or gathering involving underage consumption of alcohol or drug use or be the provider of alcohol, drugs, or illegal substances to underage students as described earlier in this document, the penalty is double the prescribed consequence for the first and second violations and are ineligible for reductions.

When Suspensions Begin

The "school day count" for all suspensions begins on the day of the next scheduled competition in which the student is a participant (and all levels that the student participates). After the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or permitted to practice at the discretion of the coach or activity sponsor and administration. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension.

Carryover to Subsequent Years

Each academic year will be considered a clean slate for a student in terms of violations with the following exceptions:

1. The student has not fully served a pending suspension.
2. Once a student reaches a total of five (5) cumulative Drug and/or Alcohol violations over their high school tenure the student may be determined by the administration to be ineligible from competing in any extracurricular programs at PHS.

Letters and Leadership Positions

A student who commits a Code of Conduct violation may be eligible to letter, provided the student meets the criteria of the coach or sponsor and approved by administration.

Leadership or Membership Positions. A student who commits a Code of Conduct violation may be removed from any and all leadership and/or membership positions at the school as determined by the administration.

Self-Reporting

A student who violates the Code of Conduct must self-report. A failure to self-report will lead to a longer suspension or other discipline. The self-report must be made to: the Principal, Athletic/Activities Director, or the head coach or sponsor

of an activity in which the student participates. The student's parent or guardian may initiate the self-reporting process, but the student will be later required to give a written statement of the self-report. The self-report must be made within 48 hours of the violation. If the student is informed of a possible violation of conduct rules, the opportunity to self-report ends.

In making a self-report, the student must identify the events that took place, what conduct the student engaged in, and any witnesses to the student's conduct, and will be required to put this information in a written statement. In the event the student has received a criminal citation, charge, or ticket, and proclaims innocence of a violation, the student will be required to self-report such offense and provide information as to why they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

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

Determining a Violation Has Occurred

Generally, a violation of the Code of Conduct will be determined to have occurred based on any of the following criteria: When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.

When a student is convicted of a criminal offense. Conviction includes, without limitation, a conviction, a plea of no contest and an adjudication of delinquency by a juvenile court.

When a student (or parent/legal guardian) admits to violating one of the standards of the Code of Conduct. When seen and reported by certificated school personnel or law enforcement officer.

Procedures for Extracurricular Discipline

The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether consequences are appropriate.
2. Meeting. Prior to imposing the consequences, the school official or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate or required by law.
3. Notice Letter. Within a reasonable amount of time following the suspension, the Activities Director or the Activities Director's designee will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed. Decisions may be appealed to the Principal.
4. Decisions made by the Principal on suspensions from extracurricular activities are final and not able to be appealed.

Question/Answer Regarding Athletic Suspensions

Q: Do scrimmages count in the number of games/meets/holes levied as a part of a suspension?

A: No. As such, suspended student-athletes are eligible to take part in a scrimmage while suspended as in essence a scrimmage is considered a *practice* opportunity.

Attendance

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly.
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 a minimum of **five, full periods (no periods during day may be unexcused)**. A student who is not in attendance for **five, full periods (no periods during day may be unexcused)** 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 **in advance** by the Principal or Assistant Principal.

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 be considered acceptable.

Academic Participation Policy

Participating and competing in extracurricular activities offered by Platteview High School is a privilege offered to our students.

Extracurricular activities are an important part of a high school culture. They teach skills and lessons beyond the academic classroom. Participation by a student carries with it an increased responsibility to earn and maintain good grades. A student who chooses to participate in extracurricular activities and athletic programs must meet standards of the Nebraska School Activities Association and those of Platteview High School in order to continue to participate and perform. Failure to do so may result in a loss of the privilege to participate in competition or performances, as outlined in the guidelines to follow.

Any student who is participating in an extracurricular activity or athletic program, must be enrolled in and pass at least 4 classes (20 credit hours) the previous semester in order to be eligible for varsity competition (NSAA Rule).

In addition, Platteview High School has established weekly eligibility criteria for all NSAA extracurricular activities. Weekly eligibility will be established each Monday morning at 9:30AM throughout each semester beginning with the second full week of each semester. The criteria is as follows:

- No student may compete if they are in failing status in two or more classes at time of weekly eligibility check.
- Students in failing status in two or more classes, will be declared ineligible to participate in game competitions or performances, but may continue to practice. Students in failing status may be assigned academic intervention times before or after school in order to meet with teachers and/or get missing assignments or assessment scores completed and raised.
- Students that have been assigned an intervention through ICU and have failed to show up will be immediately assigned to the next available Saturday school 8A-11A. Failure to attend this intervention will result in immediate ineligibility during next week of eligibility. All intervention time assigned must be served prior to next eligibility check.
- Student that fail to serve detentions for other discipline (including tardy consequences) will be deemed ineligible at the discretion of the administration.
- Students notified of their ineligibility for competition or performance, must initiate contact with their teacher(s) to create a plan of improvement.

Procedures:

- The PHS Activity Eligibility List will be generated beginning on the second, full week of any new semester.
- All work submitted through 5PM on Friday each week will be included in grading for next eligibility period.
- Teachers are asked to communicate with students that are failing or near failing. However, Schoology is available for student and parent access.
- The PHS Activity Eligibility List is run on Monday mornings at 9:30 AM.
- The Athletic and Activities Directors will send the PHS Activity Eligibility List to all athletic and activity coaches/sponsors each Monday AM.

- The Athletic and Activities Directors will notify parent/guardian of students (and students) on the ineligible list via email on Monday AM.
- Coach/Sponsors will make contact with the students on the ineligible list at practice or during class to notify them of their status.

Article 10 – Student Fees



ARTICLE 10 - STUDENT FEES

The Board of Education of Springfield Platteview Community Schools has adopted this student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

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

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

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees.

Guidelines for non-specialized attire required for specified courses and activities

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

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

Personal or consumable items & miscellaneous

- A. Co-curricular Activities. Students have the responsibility to furnish any personal or consumable items for participation in co-curricular activities.
- B. Courses
 - a. General Course Materials. Items necessary for courses will be made available during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, notebooks, trappers, protractors and math calculators. A specific class supply list will be published annually in a Board-approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain District property.
 - b. Damaged or Lost Items. Students are responsible for the careful and appropriate use of school property. Students and their parents or guardian will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.
 - c. Materials Required for Course Projects. Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (i.e. projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may

be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value of the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.

- d. Music Course Materials. Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the District's fee waiver policy. The District is not required to provide for the use of a particular type of musical instrument for any student.
- e. Parking. Students may be required to pay for parking on school grounds or at school-sponsored activities, and may be subject to payment of fines or damages for damages caused with or to vehicles or for failure to comply with school parking rules.

Extracurricular Activities—Specialized equipment or attire

Extracurricular activities means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District. The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouthpieces, and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extracurricular activities or for paying a reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

Extracurricular Activities—Fees for participation

Any fees for participation in co-curricular activities for the current school year are further specified for each co-curricular program. Admission fees are charged for extracurricular activities and events. 40 ctivity Card may be purchased by students that will admit student to all home regular season athletic contests at the -12 level. ctivity card must be shown at gate at all events.

Postsecondary education costs

Students are responsible for postsecondary education costs. The phrase "postsecondary education costs" means tuition and other fees only associated with obtaining credit from a postsecondary educational institution. For a course in which students receive high school credit and for which the student may also receive postsecondary education credit, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.

Transportation costs

Students are responsible for fees established for transportation services provided by the District as and to the extent permitted by federal and state laws and regulations.

Copies of student files or records

The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one (1) copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

Participation in before-and- after-school or prekindergarten services

Students are responsible for fees required for participation in before-and- after-school or prekindergarten services offered by the District, except to the extent such services are required to be provided without cost.

Participation in summer school or night school

Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

Breakfast and lunch programs

Students shall be responsible for items which students purchase from the District’s breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations. Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a “school store,” a vending machine, a booster club or parent group sale, a book order club, or the like. Students may be required to bring money or food for field trip lunches and similar activities.

Waiver Policy

The District’s policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced-price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.

Distribution of Policy

The Superintendent or the Superintendent’s designee shall publish the District’s student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to every student of the District or to every household in which at least one (1) student resides, at no cost.

Student Fee Fund

The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which it was collected from students. Funds subject to the Student Fee Fund consist of money collected from students for: (1) participation in extracurricular activities, (2) postsecondary education costs, and (3) summer school or night school.

iPad Fee Chart:

Claims	With Insurance	Without Insurance	Additional Items	Replacement Cost
Lost or stolen iPad/device	\$250.00	\$300.00 (full replacement cost)	Sync cable only	\$15.00
Non-repairable or destroyed iPad	\$75.00	\$300.00 (full replacement cost)	Puck (plug-in)	\$10.00
Cracked screen (remains usable)	\$50.00	\$300.00 (full replacement cost)	Puck and sync cable	\$25.00
General iPad repairs	covered	50% of total repair bill	School-issued case	\$35.00

Article 11 - Student and Federal Programs



ARTICLE 11 - STATE AND FEDERAL PROGRAMS

Section 1: Notice of Nondiscrimination

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

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

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

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

This institution is an equal opportunity provider.

Section 2: Designation of Coordinator(s)

Any person having concerns or needing information about the District's compliance with anti-discrimination laws or policies should contact the District's designated Coordinator for the applicable anti-discrimination law.

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

The Coordinator may be contacted at:

Mr. Brett Richards, Superintendent
Springfield Platteview Community Schools
14801 S. 108th Street
Springfield, NE 68059
Phone: (402) 592-1300

Section 3: Anti-discrimination and Harassment Policy

Elimination of Discrimination

SPCS hereby gives this statement of compliance and intent to comply with all state and federal laws prohibiting discrimination or harassment and requiring accommodations. This school district intends to take necessary measures to assure compliance with such laws against any prohibited form of discrimination or harassment or which require accommodations.

Preventing Harassment and Discrimination of Students

SCPS is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers, students or other persons is prohibited. In addition, SPCS will try to protect employees and students from reported discrimination or harassment by non-employees or others in the workplace and educational environment.

For purposes of this policy, discrimination or harassment based on a person's race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status, is prohibited. The following are general definitions of what might constitute prohibited harassment.

- In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.
- Age harassment (40 years of age and higher) has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.
- Sexual harassment is defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.
- Sexual harassment may exist when:
 - 1) Submission to such conduct is either an explicit or implicit term and condition of employment or of participation and enjoyment of the school's programs and activities;
 - 2) Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time.
 - 3) The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, classroom or educational environment.
 - 4) Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented kidding or teasing; practical jokes, jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

Complaint and Grievance Procedures

Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or classroom teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision. In the case of a student, the Principal would be the next or alternative person to contact.

If the employee or student's complaint is not resolved to his or her satisfaction within five (5) to ten (10) calendar days, or if the discrimination or harassment continues, or if as a student you feel you need immediate help for any reason, please report your complaint to the Superintendent of SPSCS. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.

The supervisor, teacher or the Superintendent will thoroughly investigate all complaints. These situations will be treated with the utmost confidence, consistent with resolution of the problem.

Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, and disciplinary action up to expulsion against a harassing student, may be taken. Under no circumstances will any threats or retaliation be permitted to be made against an employee or student for alleging in good faith a violation of this policy.

Section 4: Multicultural Policy

The philosophy of the District's multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races (including but not be limited to African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans) and (b) with the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races. The mission shall also include preparing students to eliminate stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

Section 5: Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973

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

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

10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent.)
11. File a local grievance.

Section 6: Notification of Rights Under FERPA

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

- The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
 Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, S.W.
 Washington, D.C. 20202-4605

Notice Concerning Directory Information

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

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

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student

safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student.

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want information about the student designated as directory information is as follows: two (2) weeks from the time this information is first received. Please contact the Superintendent's office to indicate your refusal to have your child's information designated as directory information.

The District may disclose information about former students without meeting the conditions in this section.

The District's policy is for education records to be kept confidential except as permitted by the FERPA law, and the District does not approve any practice which involves an unauthorized disclosure of education records. In some courses student work may be displayed or made available to others. Also, some teachers may have persons other than the teacher or school staff, such as volunteers or fellow students, assist with the task of grading student work and returning graded work to students. The District does not either approve or disapprove such teaching practices, and designates such student work as directory information and/or as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the District in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.

Section 7: Notice Concerning Disclosure of Student Information to Military Recruiters

The District will provide access to routine directory information to each student in a high school grade upon a request made by a military recruiter, unless the student's parent or guardian has submitted a written request that the student's information not be shared with a military recruiter. The District will provide military recruiters with the same access to a student in a high school grade as the District provides to postsecondary educational institutions or to prospective employers of such students.

If a parent or guardian does not want his or her student's information to be provided to a military recruiter, the parent must submit a written request to the Superintendent.

Section 8: Notice to Parents of Students in Programs Receiving Title I Funding

Staff Qualifications. Parents may request, and the District will provide the parents of students attending any school receiving Title I funds on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

Whether the student's teacher—

- has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- is teaching in the field of discipline of the certification of the teacher.

Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Testing Opt-Out. Parents may request, and the District will provide the parents of students attending any school receiving Title I funds on request (and in a timely manner), information regarding any State or District policy regarding student participation in any State or District assessments, including the District's policy and procedure on the parental right to opt the child out of such assessment(s). The District shall also make widely available through public means (including by posting in a clear and easily accessible manner on the District's website) information on each State or District assessment, including:

- the subject matter assessed;
- the purpose for which the assessment is designed and used;
- the source of the requirement for the assessment;
- the amount of time students will spend taking the assessment, and the schedule for the assessment; and
- the time and format for disseminating results.

Language Instruction Programs

If the District receives Title I funds, parents of English learners will be informed regarding how the parents can—

- be involved in the education of their children; and
- be active participants in assisting their children to
 - a. attain English proficiency;
 - b. achieve at high levels within a well-rounded education; and
 - c. meet the challenging State academic standards expected of all students.

The District will also inform parents of an English learner identified student of opportunities to participate in various school programs, as set forth in ESSA.

Please contact the administrative office to receive the foregoing information.

Section 9: Student Privacy Protection Policy

It is the policy of SPCS to develop and implement policies which protect the privacy of students in accordance with applicable laws. The District's policies in this regard include the following:

Right of Parents to Inspect Surveys Funded or Administered by the United States Department of Education or Third Parties: Parents shall have the right to inspect, upon the parent's request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the District) before the survey is administered or distributed by the school to the parent's child.

Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive: The District will require, for any survey of students which contain one or more matters deemed to be sensitive (see section headed "Definition of Surveys of Matters Deemed to be Sensitive"), that suitable arrangements be made to protect student privacy (that is, the name or other identifying information about a particular student). For such surveys, the District will also follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Right of Parents to Inspect Instructional Materials: Parents have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term "instructional materials" for purposes of this policy. The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five (5) school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable times and place as will not interfere with the educator's intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern, and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

Rights of Parents to be Notified of and to Opt-Out of Certain Physical Examinations or Screenings. The general policy and practice of the District is to not administer physical examinations or screenings of students which require advance notice or parental opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law; and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act. For physical examinations or screenings which do not fit into the applicable exceptions, the District will follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Protection of Student Privacy in Regard to Personal Information Collected from Students: The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent

possible in the event of any such collection, disclosure, or use of personal information. "Personal information" for purposes of this policy means individually identifiable information about a student including: a student or parent's first and last name, home address, telephone number, and social security number. The term "personal information," for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate data from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

Parental Access to Instruments used in the Collection of Personal Information: While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received. The procedures for making and granting such a request are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five (5) school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

Annual Parental Notification of Student Privacy Protection Policy: The District provides parents with reasonable notice of the adoption or continued use of this policy and other policies related to student privacy. Such notice shall be given to parents of students enrolled in the District at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies.

Notification to Parents of Dates of and Right to Opt-Out of Specific Events: The District will directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:

- The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information).
- Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and,
- Any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the District is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions to the advance notice requirement and parental opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act).

Parents shall be offered an opportunity in advance to opt their child out of participation in any of the above listed activities.

In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

Definition of Surveys of Matters Deemed to be Sensitive: Any survey containing one or more of the following matters shall be deemed to be "sensitive" for purposes of this policy:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom the student has close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the students or the student's parent;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Section 10: Parental Involvement Policies

General - Parental/Community Involvement in Schools:

SCPS welcomes parental involvement in the education of their children. We recognize that parental involvement increases student success. It is the District's policy to foster and facilitate, to the extent appropriate and in their primary language, parental information about, and involvement in, the education of their children. Policies and regulations are established to protect the emotional, physical and social well-being of all students.

1. Parental involvement is a part of the ongoing and timely planning, review and improvement of district and building programs.
2. Parents are encouraged to support the implementation of district policies and regulations.
3. Parents are encouraged to monitor their student's progress by reviewing quarterly report cards and attending parent-teacher conferences.
4. Textbooks, tests and other curriculum materials used in the district are available for review by parents upon request.
5. Parents are provided access to records of students according to law and school policy.
6. Parents are encouraged to attend assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher or counselor and administrator. Parents' continued attendance at such activities will be based on the students' well-being.
7. Testing occurs in this school district as determined to be appropriate by district staff to assure proper measurement of educational progress and achievement.
8. Parents submitting written requests to have their student excused from testing, classroom instruction and other school experiences will be granted that request when possible and educationally appropriate. Requests should be submitted to the proper teacher or administrator within a reasonable time prior to the testing, classroom instruction or other school experience and should be accompanied by a written explanation for the request. A plan for an acceptable alternative shall be approved by the teacher and administrator prior to, or as a part of, the granting of any parent request.
9. Participation in surveys of students occurs in this district when determined appropriate by district staff for educational purposes. Parents will be notified prior to the administration of surveys in accordance with district policy. Timely written parental requests to remove students from such surveys will be granted in accordance with district policy and law. In some cases, parental permission must be given before the survey is administered.
10. Parents are invited to express their concerns, share their ideas and advocate for their children's education with board members, administrators and staff.
11. School district staff and parents will participate in an annual evaluation and revision, if needed, of the content and effectiveness of the parental involvement policy.

Title I Parental Involvement Policy:

The District's Title I Parental Involvement Policy is established in compliance with Federal Law. The District has a parental involvement policy applicable to parents of all children. The parental involvement policy applicable to parents of all children is not replaced by this Title I Parental Involvement Policy and shall continue to be applicable to all parents, including parents participating in Title I programs.

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

Expectations for Parental Involvement: It is the expectation of the District that parents of participating children will have opportunities available for parental involvement in the programs, activities, and procedures of the District's Title I program. The term "parental involvement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring--(A) that parents play an integral role in assisting their child's learning; (B) that parents are encouraged to be actively involved in their child's education at school; (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in this parental involvement policy. The District intends to meet this expectation through the following activities:

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

Title Policy Involvement: Each school served under the Title I program will:

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

Shared Responsibilities for High Student Academic Achievement: As a component of the District's parental involvement policy, each school served under the Title I program will jointly develop with parents for all children served under the Title I program a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall: (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: (i) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (ii) frequent reports to parents on their children's progress; and (iii) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

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

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

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

Section 11: Homeless Students Policy

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

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

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

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

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

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

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

Transportation will be provided to homeless students, to the extent required by law and comparable to that provided to students who are not homeless, upon request of the parent or guardian of the homeless child, or by the Homeless Coordinator in the case

of an unaccompanied youth, as follows: (1) if the homeless child's school of origin is in the District, and the homeless child continues to live in the District, transportation to and from the school of origin shall be provided by the District; and (2) if the homeless child lives in a school other than the District, but continues to attend the SPCS based on it being the school of origin, the new school and SPCS 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.

Appendix Section

**Springfield Platteview Community Schools
2021 - 2022**

11	New Teacher Workshop	August 2021							January 2022							3-5	Winter Break				
		Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa						
12	All Certified Staff Report 16-17	1	2	3	4	5	6	7							1	6	1st Day 2nd Semester				
		8	9	10	11	12	13	14	2	3	4	5	6	7	8						
17	All Classified Staff Report	15	16	17	18	19	20	21	9	10	11	12	13	14	15	17	Martin Luther King Day No School				
		22	23	24	25	26	27	28	16	17	18	19	20	21	22						
18	First Day of Classes	29	30	31					23	24	25	26	27	28	29						
									30	31											

6	Labor Day - No School	September 2021							February 2022							16-17	Early Dismissal 1:25 PM PT Conferences				
		Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa						
27	Teacher In-Service No Classes				1	2	3	4			1	2	3	4	5	18	Comp Day - No School				
		5	6	7	8	9	10	11	6	7	8	9	10	11	12						
		12	13	14	15	16	17	18	13	14	15	16	17	18	19	21	President's Day No School				
		19	20	21	22	23	24	25	20	21	22	23	24	25	26						
		26	27	28	29	30			27	28											

15	End of 1st Quarter	October 2021							March 2022							11	End of 3rd Quarter				
		Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa						
20-21	Early Dismissal - 1:25 PM PT Conferences						1	2			1	2	3	4	5	14-18	Spring Break No School				
		3	4	5	6	7	8	9	6	7	8	9	10	11	12						
22	Comp Day - No School	10	11	12	13	14	15	16	13	14	15	16	17	18	19	21	1st Day of 4th Quarter				
		17	18	19	20	21	22	23	20	21	22	23	24	25	26						
		24	25	26	27	28	29	30	27	28	29	30	31								
		31																			

24	Early Dismissal - 11:25 AM .5 Teacher Contract Day	November 2021							April 2022							15-18	No School				
		Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa						
25-26	Thanksgiving Break No School		1	2	3	4	5	6						1	2	29	Teacher In-Service No Classes				
		7	8	9	10	11	12	13	3	4	5	6	7	8	9						
		14	15	16	17	18	19	20	10	11	12	13	14	15	16						
		21	22	23	24	25	26	27	17	18	19	20	21	22	23						
		28	29	30					24	25	26	27	28	29	30						

20-22	Early Dismissal - 1:25 PM	December 2021							May 2022							18	Last Day for Seniors
		Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa		
22	Early Dismissal - 11:25 .5 Teacher Contract Day End of 1st Semester				1	2	3	4	1	2	3	4	5	6	7	22	Commencement
		5	6	7	8	9	10	11	8	9	10	11	12	13	14		
23-31	Winter Break- No School	12	13	14	15	16	17	18	15	16	17	18	19	20	21	23-24	Early Dismissal - 1:25
		19	20	21	22	23	24	25	22	23	24	25	26	27	28		
		26	27	28	29	30	31		29	30	31					25	Early Dismissal - 11:25 Last Day for Students
																26	Teacher Work Day

Color Code	
	New Teacher Workshop
	No School
	Early Dismissal
	1 Hour Late Start
	Teacher Work Day/InService
	Regular School Day

1st Qtr.	41 Student Days 46 Teacher Days
2nd Qtr.	45 Student Days 45 Teacher Days
3rd Qtr.	44 Student Days 45 Teacher Days
4th Qtr.	46 Student Days 48 Teacher Days
TOTAL	176 Student Days 184 Contract Days



PLATTEVIEW HIGH SCHOOL
14801 S. 108th Street
Springfield, NE 68059

Home of the Trojans
Telephone:
(402) 339-3606

STUDENT TRAVEL – SPCS Extracurricular Activities

Individual Event Permission Transportation Waiver

Ideally, students will travel to and from school-sanctioned events in school-approved transportation when available. In extenuating circumstances – related to scheduling conflicts – the parent/guardian may complete a transportation waiver and submit it to the activity advisor (e.g. coach or director) for prior consideration. In such cases, the activity advisor may grant permission for the parent/guardian or (in their absence) an adult member of the immediate family (i.e. grandparent, uncle/aunt or sibling) to provide alternative transportation. When extenuating circumstances exist – and neither a parent/guardian nor an adult member of the immediate family can provide transportation – the Director of Activities or Principal may (upon receiving this transportation waiver) grant permission for the parent/guardian to designate a “responsible adult” to transport the student on their behalf. In no instance, however, will students travel with anyone other than the individuals listed above to or from out of town events. Individual coaches or sponsors may have policies that require student to travel with team or group.

Please complete and submit this transportation waiver to your child’s advisor, coach or director or (in their absence) to the Activities Department for prior consideration of alternative transportation to or from a school-sanctioned event. A minimum of 24 hours notice is required in advance of the event except when parent or legal guardian checks student out at event to transport their own child from event. Failure of a student to complete this process properly will prohibit student from participating in the event involved.

Waiver

Name of Student:

Event:

Date:

Student will be riding with:

Relationship of driver to student:

Transportation is to / from (circle one or both) the event listed above.

I/We acknowledge that the vehicle used for alternate transportation shall carry insurance coverage on such vehicle in an amount equal to or greater than the minimum required by Nebraska law and that seat belts must be used by all occupants of the vehicle used for alternative transportation. I/We acknowledge that I/we must inform the school administration if and/or when the vehicle used for alternative transportation no longer carries insurance coverage on such vehicle in an amount equal to or greater than the minimum required by Nebraska law. I/We acknowledge that the school does not verify the licensure, driving records, or the insurance coverage of parents, students, and/or vehicles used for alternative transportation of students to and/or from off-campus activities. I/We acknowledge that the use of alternative transportation involves inherent risks of an accident that may result in property damages, personal injuries, or death, and I/We voluntarily accept and assume such inherent risks and voluntarily waive and release the District of any and all responsibility, duty, obligation, or liability therefor.

Student Signature:

Date:

Parent (or Legal Guardian Signature):

Date:



PLATTEVIEW HIGH SCHOOL

**14801 S. 108th Street
Springfield, NE 68046**

Home of the Trojans

**Telephone:
(402) 339-36060**

STUDENT TRAVEL – SPCS Extracurricular Activities

Off Site Home Practice/Competition Venue Transportation Waiver

Some SPCS extracurricular programs practice at compete at off site facilities. Participation in such extracurricular programs is voluntary. As a parent or legal guardian, it will be your responsibility to transport or give permission to student to travel to off site location. The specifics of permissible transportation must be identified below, and is good for the duration of season(s) and activities listed. Permission granted only applies to allowing transportation to home practice and competition venue that are off of the main PHS campus and does not extend to away event travel.

Activities my son or daughter wishes to participate in and specific permission granted as a part of such participation.

<u>Activity</u>	<u>Venue</u>	<u>Self</u>	<u>*With Another Student(s)</u>	<u>*Transport Another Student(s)</u>
Cross Country	MoPac Trail (Springfield), Walnut Creek			
Girls' Golf	Platteview Country Club			
Softball	City Park, Springfield			
Swimming & Diving	Bellevue East HS			
Wrestling	Sarpy County Fairgrounds			
Baseball	Buffalo Park, Springfield			
Boys' Golf	Platteview Country Club			
Girls' Tennis	Bellevue East HS			

*Approved transportation involving other students – parents of all parties involved must list specific arrangement and permission. Also, parents must verify and monitor that student driving is licensed to transport listed number of students according to Nebraska law.

Waiver

Name of Student: _____ Date: _____

Student will be riding with: _____

Student will be transporting: _____

I/We acknowledge that the vehicle used for alternate transportation shall carry insurance coverage on such vehicle in an amount equal to or greater than the minimum required by Nebraska law and that seat belts must be used by all occupants of the vehicle used for alternative transportation. I/We acknowledge that I/we must inform the school administration if and/or when the vehicle used for alternative transportation no longer carries insurance coverage on such vehicle in an amount equal to or greater than the minimum required by Nebraska law. I/We acknowledge that the school does not verify the licensure, driving records, or the insurance coverage of parents, students, and/or vehicles used for alternative transportation of students to and/or from off-campus activities. I/We acknowledge that the use of alternative transportation involves inherent risks of an accident that may result in property damages, personal Injuries, or death, and I/We voluntarily accept and assume such inherent risks and voluntarily waive and release the District of any and all responsibility, duty, obligation, or liability therefor.

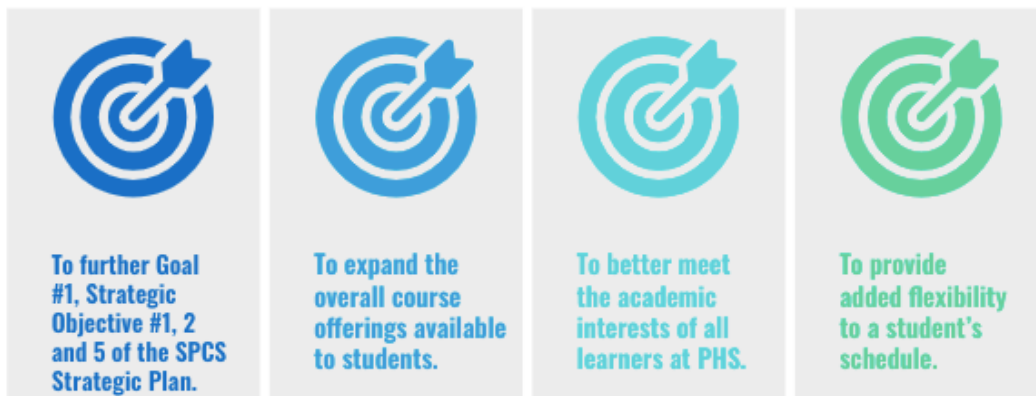
Student Signature: _____

Date: _____

Parent (or Legal Guardian Signature): _____

Date: _____

Platteview High School Online Academy



In alignment with Goal #1, Strategic Objectives #1, 2, and #5 of the Springfield Platteview Community School's Strategic Plan, the Platteview High School Online Academy, in concert with the four goals above, is committed to furthering the number of dual credit opportunities available to students regardless of college or career interest beyond high school. Each year, a diverse set of course offerings will be available to students that qualify for admission into the PHS Online Academy. The PHS administrative team and select staff will meet annually to evaluate and recommend courses that best serve the interest of our student population.

Strategic Objective #1: Platteview High School will continue to identify and offer pertinent, applicable, foundational courses across the diploma pathways that will prepare students to be career and college ready.

Strategic Objective #2 and #5: Platteview High School will remain committed to increasing online and/or distance learning opportunities.

What are the requirements of courses that will be offered through the PHS Online Academy?

- The course must be a dual credit course offered through an approved college or university.
- The course may not be a course that is offered for dual credit at PHS currently.
- If the course is based on the quarter system, the student must select two courses for the semester.

What costs may be incurred by a student as a part of the PHS Online Academy?

- SPCS will pay the cost of the college or university credit offered through the approved courses in the PHS Online Academy.
- The student will be responsible for the textbook fees and or other materials.

If a student has an interest outside of the current offerings available through the PHS Online Academy, may he/she take alternative courses?

A student that wishes to take an alternative course must apply for and be approved based on the following conditions:

- The course is a dual credit course offered through and approved college or university.
- The course fits within the semester or year long offering timeframe of the PHS Online Academy.
- The cost for the course and all textbooks and/or materials will be the responsibility of the student and his/her family.

What are the admission requirements for a student to enroll in the PHS Online Academy?

The following requirement must be successfully met in order to qualify for enrollment in the PHS Online Academy:

- Completed application submitted to HS Counseling Department
- Student is classified as a 10th-12th grade student
- Minimum un-weighted grade point average of 2.67 (B-) - no roundup of GPA is permitted.
- Student has earned a B- or higher in all online academy courses taken previously at PHS
- Student has not dropped any online course previously taken at PHS
- Student is "on-track" for graduation
- Student's attendance and discipline history are reflective of a student that can succeed in an independent environment
- Student and a parent/guardian must sign a contract that outlines the specific

- expectations of the Online Academy
- Grade-level counselor or other administration must approve admittance to PHS Online Academy for specified academic period
 - Course selection must be approved by PHS Counseling staff
 - A student that is accepted for admission into the PHS Online Academy may take the equivalent of one semester course per semester through the Academy

04.19.2021

Platteview High School Online Academy



The course offerings available through the Platteview High School Online Academy are dual credit courses taught by faculty and staff from accredited colleges and universities that also have NDE certification.

1. Metro Community College Offerings

METROPOLITAN
Community College

**METROPOLITAN COMMUNITY COLLEGE
KICKSTART ONLINE INSTITUTE**

15-week online college courses for high school students
2021-22 academic year | mccneb.edu/KSOI

Kickstart your college degree while in high school.

Get a head start on earning college-level credits while in high school

- Courses are offered at half the standard tuition rate
- Most courses count toward MCC degrees
- Courses may transfer to many four-year institutions (check with a college before assuming transferability)

- KSOI classes are led by NDE-certified MCC instructors

KICKSTART COURSE OFFERINGS

First semester course dates: Aug. 23-Dec. 10, 2021 (Break: Nov. 22-26)

FINA 1000 (Financial Literacy)

This course reviews the most critical financial literacy concepts needed by consumers in today's marketplace.

HIMS 1111 (Healthcare Careers)

This course provides an overview of the healthcare field.

HIMS 1120 (Med Term I)

This course emphasizes understanding of the medical vocabulary and establishes a solid foundation of medical terms and symbols, prefixes, suffixes, word roots and abbreviations.

HMRL 1010 (Human Relations)

This is an introductory course in interpersonal skills, stressing the importance of utilizing those skills in the workplace.

INFO 1001 (Information Systems & Literacy)

This course is designed to illustrate what it means to be digitally literate and includes topics such as hardware, software, operating systems, peripherals and troubleshooting.

MATH 2410 (Analytical Geometry & Calculus I)

This course covers the mathematical tools used to analyze the continuous rate of change between variables. It reviews some principles of pre-calculus and investigates limits, differentiation, and integration. Prerequisite required. See catalog for more information.

Second semester course dates: Jan. 18-May 6, 2022 (Break: Feb. 28-March 4)

HIMS 1130 (Med Term II)

This course builds on HIMS 1120 to present additional body systems, specialty medical areas, clinical procedures, medical terms and abbreviations. Passing grade in HIMS 1120 is a prerequisite.

HIMS 1150 (Intro to Med Law and Ethics)

This course gives a foundation in the federal and state laws of the medical profession and ethical issues associated with working in a healthcare setting.

HMRL 1010 (Human Relations)

This is an introductory course in interpersonal skills, stressing the importance of utilizing those skills in the workplace.

INFO 2100 (Organizations, Applications & Technology)

Students are introduced to organizations and the role that information systems play in supporting an organizations operation, decision-making processes and quality management.

SPCH 1110 (Public Speaking)

This course provides both theoretical basis and practical instruction for speaking effectively in public. Students are required to record speech assignments in front of an audience of four to five individuals.

Required materials and cost:

MCC KSOI courses are half tuition plus fees. Payment is due Sept. 15 (first semester) and Feb. 5 (second semester). Students must also purchase required textbooks, which vary in cost, and also have access to an internet connection and computer.

Format: *Students will access their courses using the CANVAS platform. Completing the online CANVAS orientation is required before the start of the course.*

Registration deadlines:

Seats are limited. Students are encouraged to register early, as courses fill quickly. Enrollment is on a first come, first-served basis Registration: Students can register for the class by completing the Kickstart Online Institute registration form and sending to: Metropolitan Community College Secondary Partnerships P.O. Box 3777, Omaha, NE 68103 The form can also be emailed to secondarypartnerships@mccneb.edu. Online information: The registration form, payment, instructions and more information can be found at mccneb.edu/KSOI.

COLLEGE NOW COURSE OFFERINGS

Students may also access additional dual credit courses at MCC through the College Now program. These courses are on the quarter system. Students at PHS that are interested in a quarter offering must select two quarter classes that line up with our current semester timeline.

Other potential course offerings through MCC:

Dual credit Biology and Chemistry

Sign Language

French, German, and Chinese

Real Estate

Intro to Criminal Justice

Principles of Emergency Services

OTHER OFFERINGS

In consultation with a student's counselor, a student may be approved to take a course outside of the menu of courses offered through the PHS Online Academy. The following will apply:

- The course must meet all of the conditions outlined for a course to be approved as a PHS Academy course.*
- The course must be verified by a counselor or administrator as a course that is in an area of study or career choice following high school or one that will satisfy a general education requirement at college or university where the student plans to enroll.*

- *SPCS will pay the dual credit cost of attendance for approved courses up to the cost of attendance through Metro Community College. The student and/or family will be responsible for any cost difference and for all textbooks and course materials.*



Platteview High School Online Academy Application

Student Name: _____ 2021-22 School Year Grade: _____

Cumulative Un-weighted GPA: _____

Student Checklist:

Criteria for enrollment	YES	NO
10 th -12 th grade student		
Un-weighted GPA of 2.67 or above		
Have you ever dropped an online academy course?		
Are you on track for graduation		
Contract signed and submitted		
Discipline history review		
Attendance area review		

Areas highlighted in yellow must be completed by PHS Admin

Parent Signature: _____ Date: ____ / ____ / ____

Student Signature: _____ Date: ____ / ____ / ____

PHS Approval Section

Signature: _____ Date: ____ / ____ / ____



Platteview High School Online Academy Agreement / Consent Form

The Platteview High School Online Academy provides an academic setting for students to take dual credit courses in subject areas that are not able to be offered as a part of the normal schedule of courses offered in-person at PHS.

The attached document outlines the qualifications and requirements of the PHS Online Academy in greater detail; however a few of the main points are also included below:

- Students must apply for admission into the PHS Online Academy program.
- Only students meeting all of the requirements will be admitted.
- All courses offered in the PHS Online Academy are dual credit.
- Once enrolled in the PHS Online Academy, students may choose from the list of offered courses each semester. Springfield Platteview Community Schools pays for the course fee for all Metro Community College courses each semester; parent(s) and/or legal guardian(s) are responsible for all textbooks and required materials.
- If a student wishes to take a course that is not offered, the Additional Course Request form must be submitted and approved. If the dual credit course is offered through an institution other than MCC, the parent(s) and/or legal guardian(s) are responsible for the difference of tuition, all textbooks and required materials.
- ***If a student drops the course or fails the course, the parent(s) and/or legal guardian(s) are required to reimburse SPCS for the cost of the course.***

Agreement and Consent Section

I understand that qualifying for a seat in the Online Academy is a highly selective process and that if my student is selected I agree to the following conditions:

- My son/daughter is prepared for and understands the rigor and independent nature of online courses.
- My son/daughter will complete the course in full even if the material/course is difficult.
- I agree that I will be responsible for all fees outlined above.
- I agree to abiding by the terms and conditions of the syllabus for the online course.

Parent Signature: _____

Date: _____ / _____ / _____

Student Signature: _____

Date: _____ / _____ / _____

PHS Approval Section

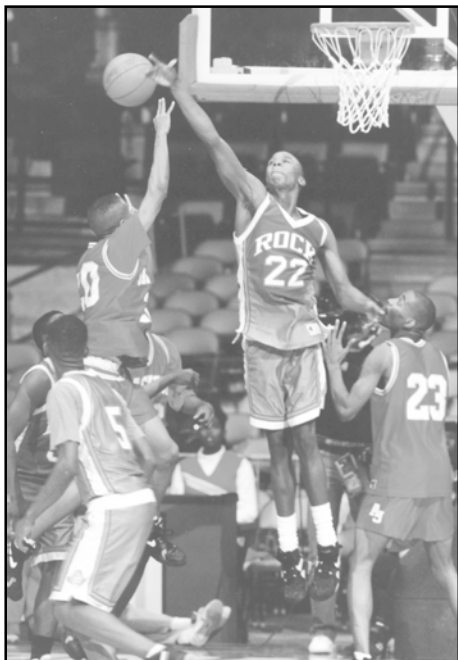
Signature: _____

Date: _____ / _____ / _____

The Case for High School Activities

Introduction

The National Federation of State High School Associations (NFHS) and its membership believe that interscholastic sports and fine arts activities promote citizenship and sportsmanship. They instill a sense of pride in community, teach lifelong lessons of teamwork and self-discipline and facilitate the physical and emotional development of our nation's youth.

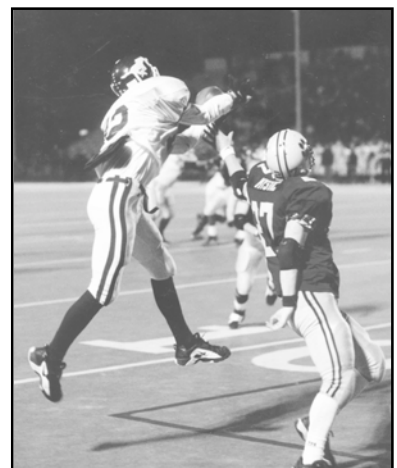


There is no better time than today to assert "The Case for High School Activities." Education and community leaders across the nation must be made aware of the facts contained in this material. From interscholastic sports to music, drama and debate, activities enrich a student's high school experience, and the programs must be kept alive.

At a cost of only one to three percent (or less in many cases) of an overall school's budget, high school activity programs are one of the best bargains around. It is in these vital programs – sports, music, speech, drama, debate – where young people learn lifelong lessons as that compliment the academic lessons taught in the classroom.

The NFHS supports co-curricular endeavors through many avenues, including:

- ❖ Rules Writing Process- The NFHS produces more than eight million copies of publications and support materials annually for 15 rules books covering 17 sports. The NFHS publishes case books, officials' manuals, hand books, and simplified and illustrated books in many sports.



- ❖ The NFHS Coaches Education Program- The NFHS Fundamentals of Coaching Course provides a unique student-centered curriculum for interscholastic coaches that assists coaches in creating a healthy and age appropriate sport experience. The course can be taken either online or in a face to face blended delivery option.
- ❖ National High School Activities Week – The nation's high schools are encouraged to promote the values inherent in high school athletics, speech, music, drama, debate, and spirit squads during this week-long celebration in the third week in October.
- ❖ Public Service Announcements: Various sportsmanship messages are created and distributed in electronic and radio formats. In addition, healthy lifestyle messages that tackle difficult but current topics such as steroid usage, and hazing education.
- ❖ High School Activities: A Community Investment in America – This presentation is a NFHS educational product. It documents the value of high school athletic and activity programs through an excellent PowerPoint presentation with videos on a CD-ROM. You can order this CD-ROM by calling NFHS customer service at 800-776-3462.

Benefits of Co-curricular Activities

- ❖ **Activities Support the Academic Mission of Schools.** They are not a diversion but rather an extension of a good educational program. Students who participate in activity programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than students generally.
- ❖ **Activities are Inherently Educational.** Activity programs provide valuable lessons for practical situations – teamwork, sportsmanship, winning and losing, and hard work. Through participation in activity programs, students learn self-discipline, build self-confidence and develop skills to handle competitive situations. These are qualities the public expects schools to produce in students so that they become responsible adults and productive citizens.
- ❖ **Activities Foster Success in Later Life.** Participation in high school activities is often a predictor of later success – in college, a career and becoming a contributing member of society.



Following are some of those benefits, with case studies, where applicable, listed to document the benefits (while many of the studies refer to extracurricular activities, the NFHS prefers the use of the term co-curricular activities, believing that activities support the academic mission of schools and are inherently educational).

Participation in high school activities is a valuable part of the overall high school experience.

- ❖ Students who spend no time in extracurricular activities are 49% more likely to use drugs and 37% more likely to become teen parents than those who spend one to four hours per week in extracurricular activities (United States Department of Education. *No Child Left Behind: The facts about 21st Century Learning*. Washington, DC: 2002.)
- ❖ In their 2006 report, *Effects of Title IX and Sports Participation on Girls' Physical Activity and Weight*, Professors Kaestner and Xu of the University of Illinois at Chicago, found that the dramatic increase in sports participation among girls in the aftermath of the passage of Title IX was associated with an increase in physical activity and an improvement in weight and body mass among adolescent girls. They conclude that their results strongly suggest that Title IX and the increase in athletic opportunities among adolescent females it engendered had a beneficial effect on the health of adolescent girls.
- ❖ A *Harvard Educational Review* article in 2002 found that participation in extracurricular activities in high school appears to be one of the few interventions that benefit low-status, disadvantaged students – those less well served by traditional educational programs – as much or more than their more advantaged peers.
- ❖ In telephone interviews of a national sample of teens in 2001, more than half (54%) said they wouldn't watch so much TV or play video games if they had other things to do after school. The same survey found that more than half of teens wish there were more community or neighborhood-based programs available after school, and two-thirds of those surveyed said they would participate in such programs if they were available.
- ❖ Bonnie Barber and her colleagues, contributors to the 2005 book, *Organized Activities as Developmental Contexts for Children and Adolescents*, concluded that making diverse clubs and activities available to a wide range of students is important. The opportunity to embed one's identity in multiple extracurricular contexts and to experience multiple competencies facilitates attachment to school and adjustment. Activity participation is also linked to affiliation with peers who are academically focused. Adolescents can benefit from this synergistic system when they have opportunities to participate in diverse activities.

Students who compete in high school activity programs make higher grades and have better attendance.

- ❖ According to the National Governors Association Center for Best Practices, students who participate in the arts nine hours or more each week for at least a year are four times more likely to: be recognized for academic achievement, win a school

attendance award, participate in a science and math fair and win an award for writing. They are also three times more likely to be elected to class office.

- ❖ A Minnesota State High School League survey of 300 Minnesota high schools showed that the average GPA of a student-athlete was 2.84, compared with 2.68 for the average student, and that student-athletes missed an average of only 7.4 days of school each year, compared with 8.8 for the average student. (Trevor Born. High Standard for GPA, in *Minneapolis Star Tribune*, May 14, 2007.)
- ❖ A study published in the August 2007 issue of *Medicine & Science in Sports & Exercise* found that students who took part in more vigorous sports like soccer or football or skateboarding, did approximately 10% better in math, science, English and social studies classes.
- ❖ According to the College Entrance Examination Board, music students scored about 11 percent higher than non-music students on the 2001 SAT. Students with coursework/experience in music performance and music appreciation scored higher on the SAT than students with no arts participation. Students in music performance scored 57 points higher in the verbal area and 41 points higher in math, and students in music appreciation scored 63 points higher on verbal and 44 points higher on math.

Participation in activity programs yields positive results after high school as well.

- ❖ Participation in extra-curricular activities provides all students – including students from disadvantaged backgrounds, minorities and those with otherwise less than distinguished academic achievements in high school – a measurable and meaningful gain in their college admissions test scores according to researchers Howard T. Everson and Roger E. Millsap, writing for the College Entrance Examination Board in 2005.
- ❖ In a 2006 research project published by the Center for Information & Research on Civic Learning & Engagement (CIRCLE), it was found that 18-25 years old who participate in sports activities while in high school were more likely than non-participants to be engaged in volunteering, regular volunteering, registering to vote, voting in the 2000 election, feeling comfortable speaking in a public setting, and watching news (especially sport news) more closely than non-participants.
- ❖ An extensive study commissioned by the Alberta Schools' Athletic Association found, in that Canadian province in 2006, an average of 78.3% of Alberta's top corporate CEOs and Members of the Legislative Assembly had participated in interschool sports. Nearly 80% indicated that being involved in school sports significantly, extensively or moderately complemented their career development and/or academic

pursuits. This same study pointed out that normal participation rate of students in high school sports is around 30 to 35%.

- ❖ The corporate and political leaders surveyed in Alberta (see above) cited the following benefits associated with their involvement in high school athletics: teamwork, discipline, goal setting, leadership, independence, self confidence, stress relief, character development and personal growth, fair play, and acceptance of others.

From a cost standpoint, activity programs are an exceptional bargain when matched against the overall school district's education budget.

Generally speaking, the NFHS has researched various school districts' budget information across the country that activity programs make up only one to three percent of the overall education budget in a school. In the Midwest, South, and West that figure is even less. In the 2007 school year, the city of Chicago's Public School Board of Education's overall budget was \$4.6 billion dollars, and activity programs received only \$36.2 million, a minuscule one-seventh of one percent (.00789). In the Charlotte-Mecklenburg area, their Board of Education proposed in their overall 2008 \$1.2 billion dollars. Their activity programs received only \$4.7 million dollars, one-third of one percent (.0038). Finally, in the northwestern part of the country, in the Seattle Public School system, their Board of Education has a 2008 overall budget of \$339.7 million dollars, while setting aside \$3.2 million dollars for activity programs for a scant one-ninth of one percent (.00942).

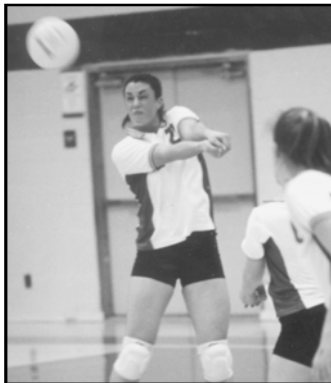
Activity programs fulfill students' basic needs, help in students' attitudes toward self and school and minimize dropout and discipline problems.

- ❖ Researcher Richard Learner, writing in *Promoting Positive Youth Development through Community After-School Programs*, found that informal educational and developmentally supportive experiences offered to young people in the context of after-school or community-based programs are a potent source of resources increasing the probability of positive development among youth.
- ❖ In 2003, the *Journal of Adolescent Research* reported that extracurricular activity participation is linked to lower rates of dropping out of school, greater civic involvement and higher levels of academic achievement. Moreover, research tracking participation from eighth through twelfth grades and examining outcomes in the postsecondary years concluded that consistent participation has positive effects that last over a moderate length of time.
- ❖ Extracurricular activities stand out from other aspects of adolescents' lives at school because, according to the Winter 2005 issue of the *Journal of Leisure Research*, they

provide opportunities to develop initiative and allow youth to learn emotional competencies and develop new social skills.

- ❖ A study conducted by Boston University, and published in *Adolescence*, Winter 2001, reported on a survey of 1,115 Massachusetts high school students. Survey results indicated that athletes were significantly less likely to use cocaine and psychedelics, and less likely to smoke cigarettes.
- ❖ Researchers writing in 2004 in the *American Journal of Health Behavior* conducted an examination of cross-sectional data from a nationally representative sample of high school students enrolled in public high schools in the U.S. They showed that students participating in organized sports were 25 percent less likely to be current cigarette smokers
- ❖ Stephanie Gerstenblith and her fellow researchers, writing in the 2005 book, *Organized Activities as Developmental Contexts for Children and Adolescents* state, “Just as schools with efficient procedures and structure have been found to have positive outcomes, our findings indicate that participants in after school programs with these qualities experience reductions in rebellious behavior and increases in intentions not to use drugs.”

Co-curricular activities teach lessons that lead to better citizens.



- ❖ Nancy Darling, et al., writing in the 2005 *Journal of Leisure Research* notes that extracurricular activities allow youth to form new connections with peers and acquire social capital. They are one of the few contexts, outside of the classroom, where adolescents regularly come in contact with adults to whom they are not related.
- ❖ Students who spend no time in extracurricular activities are 49% more likely to use drugs and 37% more likely to become teen parents than those who spend one to four hours per week in extracurricular activities (United States Department of Education. *No Child Left Behind: The facts about 21st Century Learning*. Washington, DC: 2002.)
- ❖ On June 23, 2000, then President Bill Clinton issued an Executive Memorandum directing the Secretary of Health and Human Services and the Secretary of Education to work together to identify and report within 90 days on “strategies to promote better health for our nation’s youth through physical activity and fitness.” The resulting report entitled “Promoting Better Health for Young People Through Physical Activity and Sports was released in November 2000 and stated that “enhancing

efforts to promote participation in physical activity and sports among young people is a critical national priority.”

- ❖ In a recent report entitled “Sports Participation and Health-Related Behaviors Among US Youth” published in the *Archives of Pediatrics & Adolescent Medicine* from September 2000, it was reported that “nationwide, 62.4% of high school students reported participating on 1 or more school and/or nonschool sports teams in the previous year. The major conclusion drawn from the analyses performed in this study is that, in the most populous demographic subgroups of US high school students, sports participation is associated with multiple positive health behaviors....sports programs may promote positive health behaviors and deter negative health behaviors by placing a premium on personal health and fitness as prerequisites to optimal sports performance.”
- ❖ In a study done by researchers at Clark University in Worcester, Massachusetts, in 2001, “middle-school kids in inner-city neighborhoods who play organized team sports have a higher sense of self-worth and better social skills than their less athletic peers.” The Clark researchers noted that “kids living in poor urban neighborhoods have, on average, 40 hours of unstructured, unmonitored time each week. Organized team sports could be a positive alternative to drug use and other delinquent activities.” -- “Batters More Likely ‘Up’”, Amanda Gardner, *HealthScoutNews*.
- ❖ Another study (2001) done by Gary Overton, a doctoral candidate in the School of Education at East Carolina University, in collaboration with the North Carolina High School Athletic Association¹ of the academic performance of high school student-athletes in North Carolina revealed significant differences between athletes and non-athletes. Some of the major findings in the study include:
 - Grade-Point Average: The mean GPA for athletes in the study was a 2.98, while the mean GPA for non-athletes was only 2.17.
 - Attendance: The average number of absences was significantly lower for athletes than non-athletes. The mean average number of days missed by athletes was 6.3 days per 180-day school year, as compared to 11.9 days for non-athletes.
 - Discipline referrals: The percentage of discipline referrals by the reporting schools was lower for the athlete group than the non-athlete group; referrals for athletes ran at a 33.3 percentage while the referral percentage for non-athletes was 41.8 percent.
 - Dropout rate: There was a dramatic difference in the dropout rate; the mean dropout percentage for athletes was miniscule 0.6 percent, while the corresponding percentage for non-athletes was 10.32 percent.
 - Graduation rate: The percentage of graduates was significantly higher for the athlete group than the non-athlete group; the mean graduation percentage for athletes was 99.4 percent as compared to 93.51 percent for non-athletes.

¹North Carolina High School Athletic Association Bulletin, Vol. 54, No. 1, Fall 2001

NOTE to webmaster: This material should be on separate page or place and linked with the reference in the above material.

Supplemental Supporting Evidence for the Case for High School Activities

Participation in high school activities is a valuable part of the overall high school experience.

- ❖ Of the 60 students listed in the May 14, 1998, USA Today's All-USA High School Academic First, Second and Third Teams and the 51 who earned honorable mention, 75 percent were involved in sports, speech, music or debate.
- ❖ The 29th annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools of September 1997 reflects an increase in perceptions about the value of cocurricular activities. In 1978, 45 percent of the public judged extracurricular activities to be very important. That figure fell to 31 percent in 1984. In 1985, the figure was 39 percent and jumped to 63 percent in the 1997 poll. The 1997 poll also asked about the emphasis placed on such sports as football and basketball. Fifty-three percent of the respondents believed the current emphasis was about right.
- ❖ The Role of Sports in Youth Development, Carnegie Corporation, New York, in a report of a meeting in March 1996, found that evidence showed that the involvement of young people in sports produces multiple benefits for them. At their best, sports programs promote responsible social behaviors and greater academic success, confidence in one's physical abilities, an appreciation of personal health and fitness, and strong social bonds with individuals and institutions. Teachers attribute these results to the discipline and work ethic that sports require.
- ❖ In a survey of 4,800 high school students in March 1995, the Minnesota State High School League found that 91 percent of them said students who participate in school activities tend to be school leaders and role models; 92 percent said that participation in school activities provides an opportunity not found in a regular classroom setting to develop self-discipline.
- ❖ Adolescent Time Use, Risky Behavior, and Outcomes: An Analysis of National Data, issued in September 1995, by the Department of Health and Human Services found that students who spend no time in extracurricular activities are 57 percent more likely to have dropped out of school by the time they would have been seniors; 49 percent more likely to have used drugs; 37 percent more likely to have become teen parents; 35 percent more likely to have smoked cigarettes; and 27 percent more likely to have been arrested than those who spend one to four hours per week in

extracurricular activities.

- ❖ A study by Search Institute in 1995 indicates that cocurricular activities play a central role in students' healthy development. Yet too many schools are finding it necessary to cut these programs for budgetary reasons. With asset building as a focus, these programs are not peripheral to the school's mission, but important components of a comprehensive strategy.
- ❖ School-age children and teens who are unsupervised during the hours after school are far more likely to use alcohol, drugs and tobacco, engage in criminal and other high-risk behaviors, receive poor grades, and drop out of school than those children who have the opportunity to benefit from constructive activities supervised by responsible adults. In a 1994 Harris poll, more than one-half of teachers singled out "children who are left on their own after school" as the primary explanation for students' difficulties in class. This information comes from the National Education Commission on Time and Learning.
- ❖ Research conducted in 1991 by Skip Dane of Hardiness Research, Casper, Wyoming, revealed the following about participation in high school sports: 1) By a 2-to-1 ratio, boys who participate in sports do better in school, do not drop out and have a better chance to get through college. 2) The ratio for girls who participate in sports and do well in school is three to one. 3) About 92 percent of sports participants do not use drugs. 4) School athletes are more self-assured. 5) Sports participants take average and above-average classes. 6) Sports participants receive above-average grades and do above average on skills tests. 7) Those involved in sports have knowledge of and use financial aid and have a chance to finish college. 8) Student-athletes appear to have more parental involvement than other students. 9) Students involved in athletics appear to change focus from cars and money to life accomplishments during the process.
- ❖ A 1989 nationwide study by the Women's Sport Foundation indicated that athletes do better in the classroom, are more involved in school activity programs and stay involved in the community after graduation. The study also revealed that high school athletic participation has a positive educational and social impact on many minority and female students. The study, based on an analysis of data collected by the U.S. Department of Education's High School and Beyond Study, indicated that: 1) Girls receive as many benefits from sports as boys. 2) The "dumb jock" stereotype is a myth. 3) Sports involvement was significantly related to a lower dropout rate in some school settings. 4) Minority athletes are more socially involved than non-athletes.
- ❖ In 1985, the NFHS sponsored a national survey of high school principals and nearly 7,000 high school students in all 50 states. The survey, funded by a grant from the Lilly Endowment in Indianapolis, was conducted by Indiana University in cooperation with the National Association of Secondary School Principals. Following are the results of that survey.

95 percent believed that participation in activities teaches valuable lessons to students that cannot be learned in a regular class routine.

99 percent agreed that participation in activities promotes citizenship

95 percent agreed that activity programs contribute to the development of "school spirit" among the student body.

76 percent said they believe the demand made on students' time by activities is not excessive.

72 percent said there is strong support for school activity programs from parents and the community at large.

Students who compete in high school activity programs make higher grades and have better attendance.

- ❖ A study of nearly 22,000 students conducted by a University of Colorado professor for the Colorado High School Activities Association which was released in the fall of 1999 indicates students who participate in some form of interscholastic activities have "significantly higher" grade-point averages than students who do not. Data obtained from the spring 1997 study by Dr. Kevin J. McCarthy revealed student participants in Jefferson County high schools had an overall grade-point average of 3.093 on a 4.0 scale, while the GPA for non-participants was 2.444. Jefferson County School District, the state's largest school district, has matched the academic success of its students with success on the playing field. The 16 district schools have won a combined 39 state championships in the 1990s in sports, while its music programs consistently bring home "superior" ratings.
- ❖ A study in the September 1998 issue of **NASSP Bulletin** compared academic performance, behavior and commitment of basketball and volleyball athletes and non-athletes in a rural Canadian high school. The article compares mid-term and final grades, visits to an administrator for disciplinary referrals and demerit points for improper behavior and estimates the mean weekly time commitment for athletes in each sport. Findings showed support that athletes match or exceed non-athletes in academic and behavior performance.
- ❖ In the March 1997 issue of **School Counselor**, 123 students involved in interscholastic soccer are analyzed. Results indicate that activity participation does not harm and may enhance academic performance. Male athletes showed in-season improvements in academic performance.

- ❖ In a comprehensive, statewide study of the academic performance of high school student-athletes in North Carolina over a three-year period, the North Carolina High School Athletic Association found significant differences between athletes and non-athletes. Five criteria were used, including grade-point average, attendance rate, discipline referrals, dropout rate and graduation rate, for the 1994-95 academic year.

	<u>Athletes</u>	<u>Non-athletes</u>
Grade-point average	2.86	1.96
Average number of absences per 180-day school year	6.52 days	12.57 days
Discipline referrals	30.51%	40.29%
Dropout rate	0.7%	8.98%
Graduation rate	99.56%	94.66%

- ❖ Findings from the National Center for Education Statistics, *Extracurricular Participation and Student Engagement*, June 1995, revealed that during the first semester of their senior year, participants reported better attendance than their non-participating classmates. Half of them had no unexcused absences from school and half had never skipped a class, compared with one-third and two-fifths of non-participants, respectively. Students who participated were three times as likely to perform in the top quartile on a composite math and reading assessment compared with non-participants. Participants also were more likely than non-participants to aspire to higher education; two-thirds of participants expected to complete at least a bachelor's degree while about half of non-participants expected to do so.
- ❖ A 1992 study by the Colorado High School Activities Association and the Colorado Department of Education revealed that Colorado high school students who participate in some form of interscholastic activity have "significantly higher" grade-point averages and better attendance. Of the students surveyed, the average participant's GPA was 2.96 (on a 4.0 scale), compared to 2.35 for the non-participant. In one school, participants had an average reading test score of 76.30, compared to 58.91 for non-participants. In another school, participants scored 16.17 on the math standardized test, compared to 13.31 for non-participants. A participant missed school an average of 3.59 days a year, while a non-participant missed 5.92 days. The survey showed that the larger the school, the more pronounced the differences in participant and non-participant test scores and attendance results.
- ❖ High school students who compete in activity programs in New Mexico had a 2.80 grade-point average, compared to 2.00 for non-participants, according to a 1992 survey by the New Mexico Activities Association. The survey also indicated that more than 60 percent of the state's principals found that GPAs of at-risk students improved by being active in interscholastic activities.
- ❖ 1990-91 study in the Randolph (North Carolina) County school system showed a strong correlation between participation in athletics and positives such as improved

grades and increased attendance rates. Athletes in grades 9 through 12 in the school system's four high schools recorded an 86 average, compared to 79 for the general population. Athletes averaged four absences, while the general population averaged seven. Eleven percent of the athletes had discipline referrals, compared to 25 percent of the general population. None of the athletes dropped out, while 3.7 percent of the general population were dropouts.

- ❖ In a 1988 survey, John Chevrette and Kenneth Patranella concluded from an investigation in San Antonio, Texas, that educational outcomes related to scholastic performance are enhanced for those secondary students who participate in activity programs. A study of a high school population of 3,536 students found that secondary pupils who participated in more than one activity during a semester tended to experience higher academic performance levels than other participants and non-participants.
- ❖ Students participating in a number of activities not only achieve better academically but also express greater satisfaction with the total high school experience than students who do not participate, according to a 1985 survey conducted for the NFHS by Indiana University. The grade-point average for "high activity" students was 3.05 on a 4.0 scale, compared to a GPA of 2.54 for "low activity" students. Researchers defined high activity as involvement in four or more activities, while low activity students were involved in one activity or none.

Participation in activity programs yields positive results after high school as well.

- ❖ The May 5, 1999, issue of **Education Week** reported on two studies presented at the April annual meeting of the American Educational Research Association. The studies both drew on data from a national sample of 25,000 high school students. The Center for Research on Sport in Society at the University of Miami in Florida looked at how often behavior problems cropped up among 12th graders who had taken part in athletics at some point in their high school careers. Even when the researchers controlled the numbers to account for students who already had behavior problems in 8th grade or those who were predisposed to have more prosocial attitudes toward school, sports participation had a positive effect.
- ❖ A separate study done by the Center for the Social Organization of Schools at Johns Hopkins University found that sports had a "small but consistent" impact on a variety of other positive school outcomes, too. The more involved that 10th graders were in athletics, for example, the more likely they were to feel confident of their academic abilities or to be engaged in their schools.

- ❖ The Spring 1999 issue of **Assets**, Search Institute, looked at a report from the North Carolina High School Athletic Association. The NCHSAA identified assets that any school-based sports program would inherently develop, along with an additional 26 that purposeful planning could help foster, including:
 - School boundaries** – Schools provide clear rules and consequences. Most athletic programs have codes of conduct or rules for behavior in addition to school policies.
 - Youth programs** – Young person spends three or more hours per week in sports, clubs or organizations at school and/or in the community. This is a given with most secondary school interscholastic athletic programs. In fact, far more than three hours per week is usually required.
 - Achievement motivation** – Young person is motivated to do well in school. Most athletic programs have minimum standards of achievement that must be met in order to participate in athletics.
 - Planning and decision making** – Young person knows how to plan ahead and make choices. Because of practice and game schedules, in addition to other responsibilities, secondary school athletes have learned to manage their time.

- ❖ The February 1996 **Career World** examines the factors that really matter in gaining acceptance to a college or university. Admissions officers consider grades, test scores and involvement in extracurricular activities in deciding whether to accept or reject an applicant.



- ❖ Admission officers at Harvard, Yale and 70 percent of the nation's other major universities have stated that high school credit and achievement in the arts are significant considerations for admission to their institutions. This finding was from *Can Colleges Help School Fine Arts Programs?* in a 1992 article in Connecticut Music Educators Association News.
- ❖ Results of a 1987 survey of individuals at the executive vice-president level or above in 75 Fortune 500 companies indicated that 95 percent of those corporate executives participated in sports during high school. In addition, 54 percent were involved in student government, 43 percent in the National Honor Society, 37 percent in music, 35 percent in scouts and 18 percent in the school's publication.
- ❖ The American College Testing Service compared the value of four factors in predicting success after high school. "Success" was defined as self-satisfaction and participation in a variety of community activities two years after college. The one yardstick that could be used to predict later success in life was achievement in school activities. Not useful as predictors were high grades in high school, high grades in college or high ACT scores.

- ❖ The College Entrance Examination Board's Scholastic Aptitude Test (SAT) was examined in much the same way. It was found that having a high SAT score did not necessarily indicate success in a chosen career. The best predictor of later success, the study showed, was a person's independent, self-sustained ventures. Teens who were active in school activities, had hobbies or jobs, were found to be most likely to succeed at their chosen profession and make creative contributions to their community.

From a cost standpoint, activity programs are an exceptional bargain when matched against the overall school district's education budget.

Generally speaking, the NFHS has determined through information received across the country that activity programs make up only one to three percent of the overall education budget in a school. In Chicago, that figure is even less. In 1992, the overall budget for the Chicago Board of Education was \$2.6 billion, and activity programs received only \$2.9 million, a minuscule one-tenth of one percent (.001).

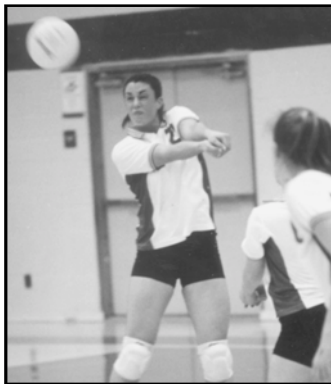


Activity programs fulfill students' basic needs, help in students' attitudes toward self and school and minimize dropout and discipline problems.

- ❖ A report on The Condition of Education, United States Department of Education, National Center for Education Statistics in 1995 found that participation in extracurricular activities may affect academic performance, attachment to school and social development. The report further stated that almost every high school in the United States offers some type of extracurricular activity, such as music, academic clubs and sports. These activities provide opportunities for students to learn the values of teamwork, a channel for reinforcing skills and the opportunity to apply academic skills in other arenas as a part of a well-rounded education.
- ❖ American Youth and Sports Participation, a survey of 10,000 students by the Sporting Goods Manufacturers Association (1990) revealed that the No. 1 reason that girls and boys participate in high school sports is to have fun. Conversely, lack of fun was the leading reason for dropping out of participation. Winning was not seen as a major benefit of sports by young people who participate – it was ranked No. 8 by boys and No. 12 by girls. Skill development was considered a crucial aspect of fun – it was considered more important than winning even among the best athletes. Another finding: The most rewarding challenges of sports are those that lead to self-knowledge. Finally, intrinsic rewards (self-knowledge that grows out of self-

competition) are more important in creating lifelong athletes than extrinsic rewards (victory or attention from others).

Cocurricular activities teach lessons that lead to better citizens.



❖ An opinion survey conducted in July 1998 by Peter D. Hart Research Associates for Shell Oil Company found that respondents felt the top two goals for schools should be teaching values such as respect and honesty and teaching students how to reason and think well.

❖ A Wyoming High School Activities Association Statewide Student Activities Survey compiled in the summer of 1998 points out addiction dangers of tobacco use. Yearly, monthly and weekly reported use of tobacco by high school students is low when compared to the high percentage of daily users. Approximately 25 percent of those involved in athletics or activities report daily tobacco use, compared to 40 percent for non-participants. For students involved in both athletics and activities, that percentage drops to 13 percent. A focus of future WHSAA surveys will explore the reasons for this outcome.

In light of these findings, the WHSAA encourages coaches and activity sponsors to continue (or begin) an emphasis on teaching the addictive dangers of tobacco and make solutions known and available to all students.

- ❖ The Alberta Schools' Athletic Association (ASAA), in conjunction with the Metro Edmonton High School Athletic Association and the Alberta Centre for Well-Being, completed a survey of 883 students. The survey, completed in November 1997, was undertaken to assess the potential impact that high school athletics has on the lives and attitudes of students in Alberta.

Findings showed student-athletes are less likely to smoke (30 percent versus 44 percent), and if they do smoke, they are less likely to smoke heavily. Overall, 35 percent of students reported they currently smoke cigarettes. The survey findings indicated student-athletes (9 percent) are less likely to report drinking more than once a week in comparison to non-athletic students (20 percent).

"The results of this survey suggest that students who participate in school-based sport programs are good school citizens and may be even better school citizens than their non-sport peers," said John Paton, executive director, ASAA. "School athletes demonstrate positive lifestyle behaviors, such as less smoking and less drug use when compared to non-sport students."

Paton also indicated that if administrators, teachers or parents are concerned that school sport programs compete for students' attention and participation with other cocurricular activities, the study disputes these concerns. Student-athletes tend to participate at a greater rate in other school activities, and they have a more positive perception of their school.

- ❖ A study conducted by Public Agenda released in June 1997 (Kids These Days: What Americans Really Think About the Next Generation) found that more than six in 10 adults, or 61 percent, said youngsters' failure to learn such values as honesty, respect and responsibility is a very serious problem. Only 37 percent believe today's children, once they're grown, will make the United States a better place. Those polled also said greater availability and use of school programs and volunteer groups would be an effective way to help children.

The following two examples don't have dates or other reference material. Assume they are anecdotal stories. Seems like this is best left here, but they could be woven back into main material.

- ❖ Consider the captain at a track championship who had won the long jump and was the leader in the triple jump when he reported to the start of the 100-meter dash. Upon his arrival, he discovered another runner from a rival school had forgotten his spikes. This young man was the only person in the league with a chance to defeat him. Without hesitating, he gave the boy his backup pair of spikes. The young man with the borrowed spikes won in the final while setting a league record in the event. The same scenario played itself out in the finals of the 200-meter dash. The boy who lent the spikes indicated, "It never occurred to me to do anything else."
- ❖ Early in a soccer championship game, a forward and defender both jumped to head the ball. Their heads collided, and one player was injured but did not drop to the ground – the signal to the referee to stop play. The coach on the opposing team recognized the distress of the player and despite his team having the opportunity to clear the ball and take the advantage in play, he directed his team to kick the ball out of bounds. He gave up possession of the ball near his goal to stop play and allow the player to be assisted.

- ❖ The 1996 Surgeon General’s report, *Physical Activity and Health*, said that “regular participation in physical activity during childhood and adolescence:

- Helps build and maintain healthy bones, muscles and joints

- Helps control weight, build lean muscle and reduce fat

- Prevents or delays the development of high blood pressure

- Reduces feelings of depression and anxiety.

The report goes on to say that “participation in physical activity increases adolescents’ self-esteem.

(U.S. Department of Health and Human Services. *Physical activity and health: a report of the Surgeon General*. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, 1996.)

- ❖ “Other research has shown that students who participate in interscholastic sports are less likely to be regular and heavy smokers or use drugs¹, and are more likely to stay in school and have good conduct and high academic achievement². Sports and Physical activity programs can introduce young people to skills such as teamwork, self-discipline, sportsmanship, leadership and socialization.”

(1. Escobedo LG, Marcus SE, Holtzman D, Giovino GA. Sports participation, age at smoking initiation and the risk of smoking among US high school students. *Journal of the American Medical Association* 1993;269:1391-5.

(2. Zill N, Nord CW, Loomis LS. *Adolescent time use, risky behavior and outcomes: an analysis of national data*. Rockville, MD: Westat, 1995.)

Grading System

PURPOSE

The Board of Education is committed to maintaining rigorous performance and achievement standards for all students and to providing a fair process for evaluating and reporting student progress that clearly communicates achievement toward learning standards and supports the process of learning.

The Superintendent will be responsible for implementing a system for appraising and reporting the development of students' academic and behavioral knowledge and skills based upon the standards of learning established by the District/State.

COMMUNICATION OF ACADEMIC AND BEHAVIORAL PROGRESS

Communicating student progress to students and parents shall be the responsibility of the building administrator and the classroom teacher. In grades 3-12, student progress will be communicated every 4-5 weeks. In grades K-2, student progress will be formally communicated mid-semester and semester. Two parent-teacher conferences will be scheduled in the elementary, junior high school and senior high school each year. Additional communication of student progress is expected between required progress reporting in a timely manner when students are struggling.

Communication of student progress must be aligned with District assessment expectations outlined in *Policy No. 6211: Springfield Platteview Community Schools "has adopted an assessment plan and has aligned the curriculum with the state (and/or national standards in non-core content areas) approved content standards. Teachers are to clearly articulate the learning targets and align instruction to the learning targets within each of the content standards. Teachers are to give students instruction on the content prior to students being assessed on each content standard in order to provide learning opportunities for all students. Teachers are to conduct the assessment in a manner that assures it accurately assesses whether or not students are meeting the targets outlined by the content standards."*

The following are the grading parameters:

1. Grading procedures shall only be related directly to the prescribed curriculum and the College and Career Readiness learning goals established by the District. Learning goals shall be reported based upon a semester grading period. Extra credit will not be given.
2. Grades on the report card will be based upon content area standards and goals. Group grades will not be given.
3. Life skills, as defined in our College Career Readiness framework, are reported separately with established criteria.

- a. Effort, participation, attitude, and other behaviors shall not be included in grades but will be reported separately unless they are a stated part of a learning goal established by the District/State.
 - b. Late work and incomplete work (formative assessments such as homework) shall be handled as follows:
 - i. Students are expected to complete all required formative work through each summative assessment period.
 - ii. Before summative assessments, teachers may set due dates and deadlines for all marked work that will be part of a student grade.
 - iii. In determining semester grades, teachers must decide whether they have sufficient evidence of achievement. Work that is not submitted will be identified as **I** (Incomplete). Zeros will not be used unless the student fails to complete required work prior to the student taking the summative/unit assessment. Penalties on late work shall not exceed 10% if it is turned in prior to the student taking the summative/unit assessment.
 - c. Absences shall be handled as follows:
 - i. Students shall not be penalized for excused absences. Course work during unexcused absences will be treated as late work.
 - ii. Students with excused absences shall be given at least 1 day, per day of absence, for make-up opportunities for all missed assignments/assessments (marked work that will be part of student grades) without penalty.
 - iii. See each school's student-parent handbook for additional attendance procedures/policies.
4. Summative/unit assessments shall be determined as follows:
- a. Grades from formative assessment shall not exceed 30% of overall grade.
 - b. Summative assessments shall account for at least 70% of the overall grade.
 - c. **Students who fail a summative assessment are given an opportunity to retake an assessment. In grades K-5, second chance assessment opportunities shall be made available to students who score "Progressing" or below. In grades 6-8, second chance assessment opportunities shall be made available to students who score below a 79%. All students must follow teacher guidelines for second chance assessment opportunities. The highest grade a student can attain on a second chance summative assessment is a 79% or "Proficient". Retake opportunities are not available for finals assessments or finals projects.**

In grades 9-12, second chance assessment opportunities shall be made available to students who would like a retake to improve their assessment/project score. All students must follow the department guidelines for second chance assessment opportunities. Students who are enrolled in dual credit courses will follow the partnering institute's guidelines and complete a credit intention form that will be on file at Platteview High School. The highest grade a student can attain on a second chance summative assessment is a 100%. Retake opportunities are not available for finals assessments or finals projects.

d. Summative projects: If a student does not complete a summative project on the due date, they will have a 10% reduction on their project grade. The student's parents will be informed of a late summative project. On the 5th day the project is late, the student may not receive higher than a 79% on the project grade. If the student does not turn in the project on the 6th day, the student will receive a zero.

e. Grading Scale for grades K-5 and K-6 Specials (Art, PE and Music):

Advanced AD	Advanced level of understanding beyond grade level expectations.
Proficient PF	Proficient level indicates a solid understanding of grade level expectations.
Progressing PG	Progressing level indicates a partial understanding of grade level expectations.
Beginning BG	Beginning level indicates a limited understanding of grade level expectations.

f. Grading Scale for grades 6-12:

Letter Grade	Percentage	Mark Points	Weight (Grades 9-12)
A+	97-100	4.0	5.0
A	93-96	4.0	5.0
A-	90-92	3.67	4.67
B+	87-89	3.33	4.33
B	83-86	3.0	4.0
B-	80-82	2.67	3.67
C+	77-79	2.33	3.33
C	73-76	2.0	3.0
C-	70-72	1.67	2.67
D+	67-69	1.33	2.33

D	63-66	1	2.0
D-	60-62	0.67	1.67
F	0-59	0	0.0

5. Other procedures on grading can be found in parent/student handbooks and course syllabi at each school.

Adopted by Board of Education: _____

InstructionSelection and Review of Instructional and Media MaterialsA) Assignment of Responsibility

The Board of Education reserves responsibility for the final acquisition of materials, but the responsibility for the selection of instructional materials is delegated to the Superintendent, with the assistance of the instructional and media staff, to establish procedures and regulations for the selection of instructional and media materials, reviewing their effectiveness, and dealing with complaints concerning instructional materials. The Superintendent may establish committees consisting of teachers and media staff to assist with these responsibilities.

B) Criteria for Instructional Materials/ Supplemental

The selection of instructional materials shall be made in accordance with Board of Education policies, legal requirements, and reflect the following philosophy:

1. To provide materials that will stimulate growth in factual knowledge, practical skills, literary appreciation, aesthetic values, and ethical standards.
2. To provide a background of information which will enable students to make intelligent judgments in their daily life.
3. To provide materials that will enrich and support the curriculum, taking into consideration the varied interest, abilities, and maturity levels of the students served.
4. To provide materials on opposing sides on controversial issues so that young citizens may develop under guidance the practice of critical thinking and analysis.
5. To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. To place principle above personal opinion and reason above prejudices in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the instructional materials.

C) Criteria for Media Materials

The selection of media materials shall be made in accordance with Board of Education policies, legal requirements, and with the Library Bill of Rights of the American Library Association, which Bill of Rights has been accepted by the American Association of School Librarians reflect the following philosophy:

To provide a comprehensive collection of instructional materials selected in

compliance with basic, written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interest, ability, socio-economic backgrounds, and maturity/grade level appropriateness of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American World Heritage and Culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

D) Procedures for Reconsideration of Materials

Occasional objections to some materials may be voiced despite the care taken in selection and qualification of the personnel selecting materials. The following procedures apply equally to all complaints whether they be from students, parents, school personnel or district patrons.

1. Complaints should be presented to the Principal of the school where the material is used. In the event the person with the concern does not wish to make a formal complaint, the concern may be expressed to the Principal at the school at which the material was received. The Principal shall submit informal concerns to the Superintendent for the Superintendent's consideration.
2. Formal complaints about instructional materials must be presented in writing on a form approved by the board of education. In the absence of such a form, the complainant shall be required to submit a written complaint setting forth: complainant's identity, material challenged, detailed statement of reason(s) for challenging the material, action the complainant is requesting, and such other information as the Principal may reasonably request.
3. When a formal written complaint is completed and returned to the principal, the principal will discuss the issue and the procedures to be followed in resolving the issues with the person filing the complaint. The principal with whom the complaint was filed shall notify the other school administrators and also advise those faculty members who may use the instructional material, or the media staff in the case of media material, that a complaint has been filed. The school administrators shall decide whether to appoint a building-level review committee or a district-level review committee to study the complaint. The principals will convene building-level

- review committees. These building-level committees shall consist of five or more committee members composed of staff and community patrons. The superintendent of schools or his designee will convene district-level review committees. These district-level committees shall consist of five or more members composed of staff and community patrons.
4. The review committees shall consider district philosophy, the professional judgment of teachers, reviews of the material by other competent authorities, compatibility with the school district's adopted curriculum, the teacher's stated goals, as well as the views of the complainant.
- a. If the complainant wishes to continue with the complaint, the principal will provide a "Request for Reconsideration of Educational Material" form. This form is to be returned to the principal.*
- b. The Director of Learning or assignee shall contact the complainant to review the form and see if the problem can be resolved. If the complaint is not resolved, the Director of Learning will determine the essence of the complaint and at what level of the school the complaint should be addressed – classroom, building, or district level.*
- c. The Director of Learning shall appoint a review committee that will include the appropriate staff to address the issue (as appropriate for grade level of material). This may include the following:*
- i. Teacher*
 - ii. Administrator*
 - iii. Two Parent(s)/guardian(s)*
 - iv. Media Specialist*
 - v. A leader shall be appointed, and the committee shall meet within 15 days of when the complaint is received.*
- d. The review committee's recommendation and all accompanying rationale shall be forwarded to the board of education for its review and final decision. The school board's decision may be to remove the material in question from district use, to modify the material for continued uses, or to reject the complaint and continue to use the material. (part of 4 but broken out)*
5. **Any materials identified in a complaint may remain in use pending its review and its disposition by the board of education. Principals may, upon written request of parent(s), excuse students from using the material, or may direct teachers to use suitable substitutes, and in the case of challenged media material the Principal may place the material on a reserve shelf where it may be checked out by students only with written parent permission. However, the school shall reserve the right to require students to use material or to engage in activities which are a part of regular and/or required curricular activities. For additional information see Policy 6320.**
6. Where the same or essentially the same materials have been the subject of a challenge which has been decided by the board, and another complaint is made against the material by either the same or a different person, the complaint shall be considered by the Superintendent, who may deny the complaint without following the review procedure. In considering the complaint, the Superintendent shall consider whether the complaint raises any substantially different issue than that previously decided by the board.
7. **A teacher who is in doubt concerning the discussion of certain materials shall confer with the building principal or designee as to its appropriateness.**

Information presented to the principal or designee to assist in the decision-making process shall include the following:

- a. The proposed use of materials under consideration.**
- b. Instructional plan for utilizing materials.**
- c. Consideration of the “pro’s and con’s” of the material being used.**
- d. The benefits or outcomes to be achieved through the use of these materials.**

The principal or designee approves, amends, or rejects the staff member’s request based on the selection criteria. If approved, the principal or designee may observe the activity and evaluate its educational value. In all instances, the teacher is expected to evaluate the activity and report such information to the principal or designee. In instances where the principal or designee and the teacher are unable to agree as to appropriateness, the issue should be referred to the Director of Learning and Superintendent.

Date of Adoption: July 12, 2021

InstructionParental/Community Involvement in Schools

Sarpy County School District No. 77-0046, Springfield Platteview Community Schools, after having conducted a public hearing concerning parental involvement and participation in the school district herewith declares that it shall be the policy of the District to provide access to parents to all textbooks, tests, curriculum materials, and any other instructional materials used by the school.

It shall further be the policy of the District in the event any parent has a complaint or objection to any such materials to make such provision for personal conferences with the parent and appropriate school personnel to discuss such concerns as the superintendent or his/her designee may deem appropriate. The superintendent or his/her designee shall prepare a complaint form which may be used by a parent to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent.

It shall further be the policy of the District to upon reasonable advance request by a parent to attend and monitor courses, assemblies, counseling sessions, and other instructional activities, to permit such parent to be in attendance at such activities unless such attendance would substantially interfere with a legitimate school interest.

It shall further be the policy of the district to encourage communications from the parents concerning when a parent believes it to be appropriate for his/her student to be excused from testing, classroom instruction, and other school experiences that the parent may find objectionable. The superintendent or his/her designee shall make a provision on the complaint form hereinabove referred to for receiving information from a parent concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the parent's objection and a proposed solution for dealing with the objection that would be satisfactory to the parent.

It shall further be the policy of the District to provide full access to the records of the students to a parent or guardian all as set forth in Section 79-2,104, the Federal Education Right To Privacy Act, and other applicable law during regular business hours of the school at the school headquarters or wherever the student's records may regularly be maintained by the District.

It is the further policy of the District to notify a parent or parents of any student who may be subjected to a standard norm referenced or criterion referenced test or standard tests such as but not limited to the Iowa Test of Basic Skills or the California Achievement Test, to notify the parent when reasonable to do so, where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent or

guardian of such student shall be prohibited unless a parent requests in writing that such tests be administered to his/her resident student.

Prior to any school sponsored survey being administered to the students of the District, it shall be the duty of the superintendent or his/her designee to notify the parent or parents of each student involved in the survey of the nature of the survey, the date and time when such survey shall be administered, and the purpose for which and the uses of which survey exist from the school's perspective.

It shall be the policy of the District as a general matter to leave substantive decision making processes to the professional staff, administration and Board of Education, subject to an effort to receive information from parents as to any concerns, objections, or other information such parents would wish to provide to the school district concerning a parent's access, involvement, and participation in all activities of the school as it relates to the student of the District.

Date of Adoption: August 13, 2012

InstructionTitle I Parental and Family Engagement Policy

The written District Parent and Family Engagement Policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.
- 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.

- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Legal Authorities: 20 U.S.C. §§6318 and 7801(32)

Date of Adoption: September 10, 2018

TEMPORARY CONSTRUCTION EASEMENT

Nebraska School District 46, a Nebraska Political Subdivision, herein called GRANTOR, record owners of the real property described below, for good and valuable consideration, duly paid, the receipt of which is hereby acknowledged, and the further consideration of the performance of the covenants and agreements by the GRANTEE, as set out and expressed below, do hereby grant, remise, and relinquish to the CITY OF SPRINGFIELD, NEBRASKA, a Nebraska municipal corporation, its successors and assigns, herein called GRANTEE, the right, privilege, and easement to use and occupy temporarily, during the construction of a roadway and storm sewer on an adjacent permanent easement, for the accommodation of construction equipment, materials, and excavated earth, over and across the real estate described as follows:

See Attached Exhibit A

As a further consideration of this grant, GRANTEE herein agrees as follows:

SECTION ONE

CONDITION OF PROPERTY

- A. Immediately following the initial construction referred to above, GRANTEE will cause to be removed from the above-described property, all debris, surplus material, and construction equipment and leave such property in a neat and presentable condition.
- B. Surplus excavated earth will be mounded neatly over the trench or used for filling and leveling on the premises.

SECTION TWO

RESTORATION OF IMPROVEMENTS

In the event that fences, driveways, or permanent buildings of the GRANTOR are removed or damaged by GRANTEE's agents during the initial construction referred to above, GRANTEE will cause such improvements on the above-described property to be repaired and restored to a condition fully equal to that existing before construction operations were commenced.

SECTION THREE

RESTORATION OF SURFACE CONTOURS

Following completion of construction, GRANTEE will cause the prompt restoration to smooth surface contours and neat condition any portion of the above-mentioned trench that may have settled.

SECTION FOUR

TERMINATION

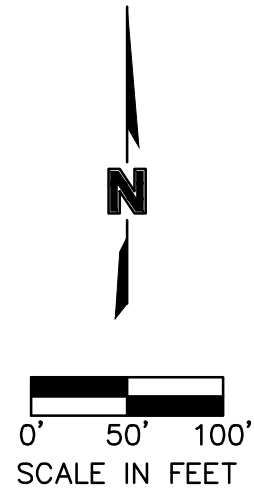
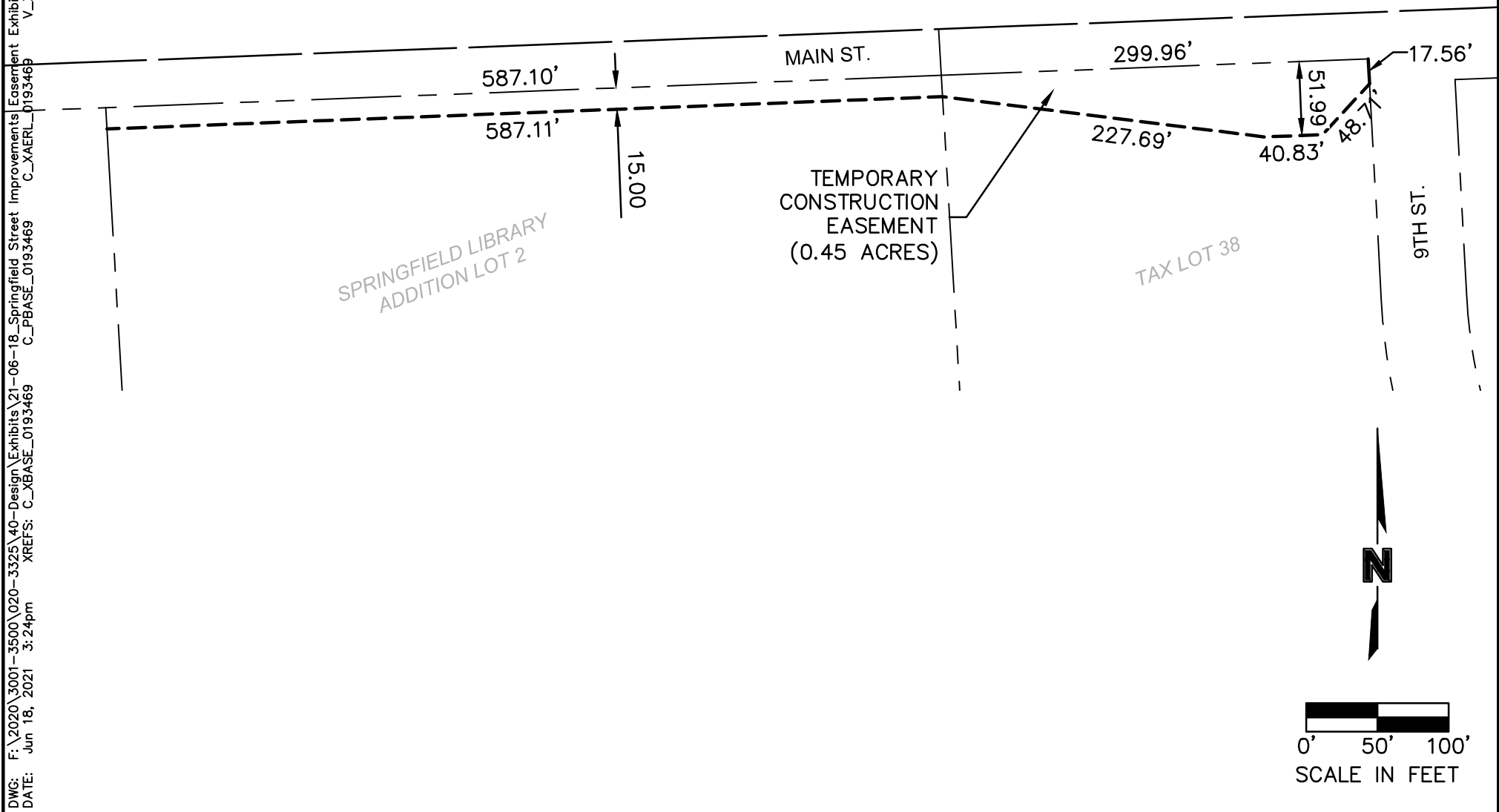
The right, privilege, and easement granted by this instrument for temporary construction use of those portions of the above-described property as may lie outside the boundaries of the above-stated permanent easement shall cease and terminate immediately following the completion of construction, final inspection, and inspection of the roadway and storm sewer mentioned above, and the performance by GRANTEE of the conditions and covenants set out in this instrument.

SECTION FIVE

BINDING EFFECT

This instrument, and the covenants and agreements contained in this instrument, shall inure to the benefit of and be binding and obligatory upon the heirs, executors, administrators, successors, and assigns of the respective parties.

DWG: F:\2020\3001-3500\020-3325\40-Design\Exhibits\21-06-18_Springfield Street Improvements Easement Exhibits.dwg USER: bschuele
DATE: Jun 18, 2021 3:24pm XREFS: C:\XBASE_0193469 C:\PBASE_0193469 C:\XAER_0193469 V_XBNDY_0193469



PROJECT NO:	020-3325
DRAWN BY:	BTS
DATE:	06/18/21

TEMPORARY CONSTRUCTION EASEMENT

olsson

601 P Street, Suite 200
P.O. Box 84608
Lincoln, NE 68508
TEL 402.474.6311

EXHIBIT
A

PERMANENT EASEMENT

Nebraska School District 46, a Nebraska Political Subdivision, herein, called GRANTOR, for good and valuable consideration, the receipt of which is hereby acknowledged by Grantor, and the further consideration of the performance by Grantee of the covenants and promises by it herein made; do hereby grant and convey unto the CITY OF SPRINGFIELD, NEBRASKA, a Nebraska municipal corporation, its successors or assigns, herein called GRANTEE, the right, privilege, and easement to construct, operate, inspect, maintain, and replace a storm sewer pipe, including all flared-end sections, riprap, and appurtenances thereto, over, above, and through the following described lands, together with the right to remove said storm sewer pipe at will, in whole or in part, and the right to ingress and egress at convenient points to and from said premises for the purpose of exercising and enjoying the rights and privileges herein granted, such premises being located in the County of Sarpy, State of Nebraska, and described as follows:

See Attached Exhibit A.

GRANTEE shall have the right of ingress and egress at convenient points over said property and the property of the GRANTOR adjacent thereto, for any purpose necessary in connection with the surveying, laying, construction, repair, operation, inspection, maintenance, altering, replacing, moving, and removing said storm sewer pipe and the right to make such excavations on said premises as shall be necessary or requisite to accomplish such purposes.

GRANTEE shall have the permanent right, privilege, and authority to cut down, clear, or grub out any trees, brush, or shrubs which, in the opinion of the GRANTEE may interfere with or endanger the surveying, laying, construction, operation, repair, alteration, or maintenance, inspection, replacement, moving, or removing of said storm sewer pipe.

GRANTEE shall at all times exercise all due care and diligence to avoid damage to the fences, crops, livestock, parking lots, or other personal property on said premises, and shall indemnify and save harmless the GRANTOR from any such damage occurring to such property by reason of the surveying, laying, construction, operation, repair, alteration, inspection, or maintenance of said storm sewer pipe.

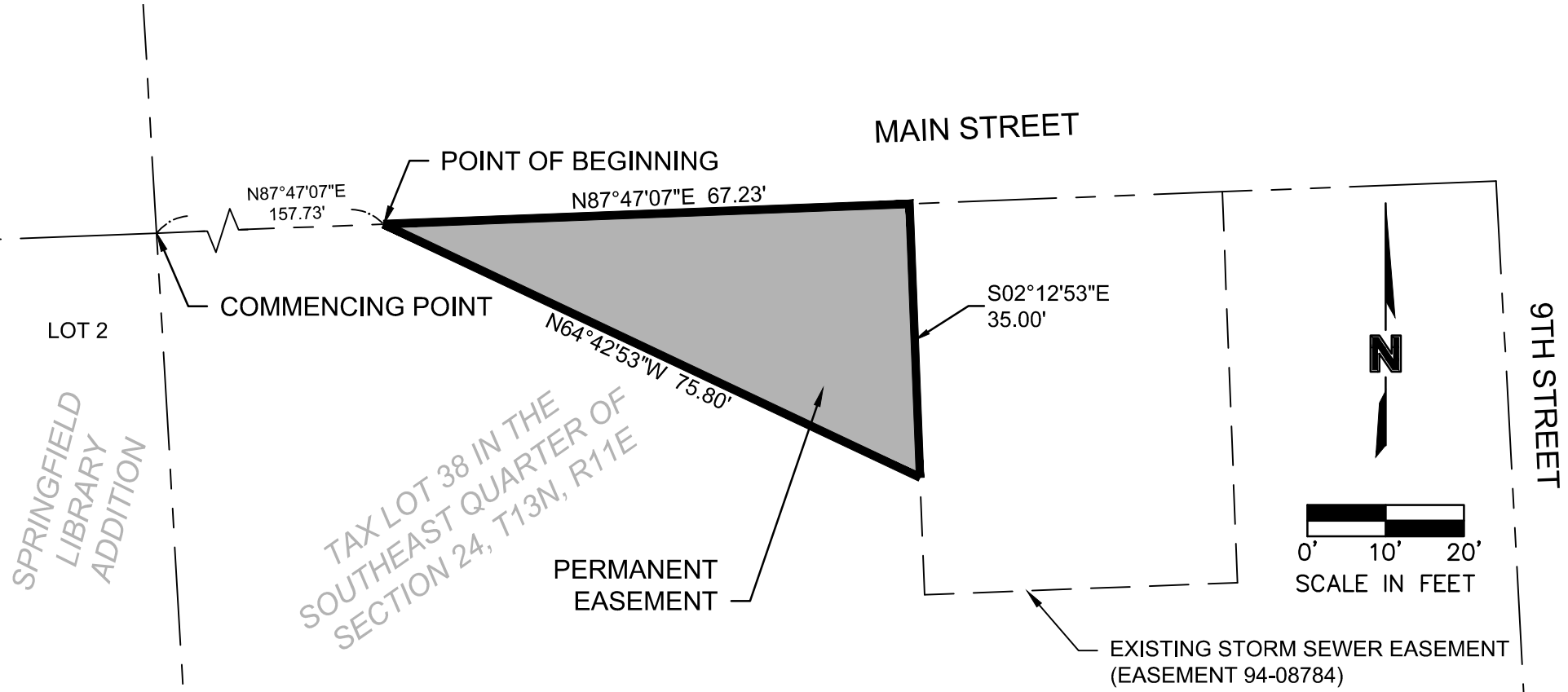
GRANTOR, and their assigns, reserve the right to fully use, occupy, and enjoy the surface of said premise, except for the purposes herein granted.

GRANTOR agrees that no buildings, improvements, or other structures shall be placed in, on, over, or across said easement by GRANTOR, or its successors, or assigns, without the express approval of the GRANTEE. The reference to improvements shall include any landscaping or road, street, or parking area surfacing, or pavement.

The rights herein granted to GRANTEE may be assigned in whole or in part.

This instrument, and the covenants, and agreements herein contained, shall extend to and be binding upon the heirs, executors, administrators, successors, and assigns of the parties.

DWG: F:\2020\3001-3500\020-3325\40-Design\Exhibits\21-06-18_Springfield Street Improvements Easement Exhibits.dwg
 USER: bschuale
 DATE: Jun 28, 2021 3:00pm
 XREFS: V_XBINDY_0193469



LEGAL DESCRIPTION

A STORM SEWER EASEMENT LOCATED IN TAX LOT 38 IN THE SOUTHEAST QUARTER OF SECTION 24, TOWNSHIP 13 NORTH, RANGE 11 EAST OF THE 6TH P.M., SARPY COUNTY, NEBRASKA, BEING MORE PARTICULARLY DESCRIBED AS FOLLOWS:

COMMENCING AT THE NORTHEAST CORNER OF LOT 2, SPRINGFIELD LIBRARY ADDITION, A PLATTED AND RECORDED SUBDIVISION IN SAID SOUTHEAST QUARTER OF SECTION 24, SAID CORNER ALSO BEING ON THE SOUTH RIGHT-OF-WAY LINE OF MAIN STREET; THENCE ON SAID SOUTH RIGHT-OF-WAY LINE OF MAIN STREET FOR THE FOLLOWING TWO (2) DESCRIBED COURSES: (1) ON AN ASSUMED BEARING OF N87°47'07\"E, 157.73 FEET TO THE POINT OF BEGINNING: (2) CONTINUING N87°47'07\"E, 67.23 FEET; THENCE S02°12'53\"E, 35.00 FEET; THENCE N64°42'53\"W, 75.80 FEET TO THE POINT OF BEGINNING.

SAID STORM SEWER EASEMENT CONTAINS A CALCULATED AREA OF 1,176.60 SQUARE FEET OR 0.027 ACRES, MORE OR LESS.

PROJECT NO:	020-33250
DRAWN BY:	DSH
DATE:	06/21/2021

STORM SEWER EASEMENT EXHIBIT


 2111 South 67th Street,
 Suite 200
 Omaha, NE 68106
 TEL 402.341.1116

EXHIBIT
A



***Future Planning
July 12, 2021***

- | | |
|---------|---|
| 7/26/21 | Board Work Session 7 PM |
| 8/9/21 | Site Committee 6 PM
Finance Committee 6:30 PM
Regular Board Meeting 7 PM |
| 8/11/21 | New Teachers Report |
| 8/12/21 | All Teachers report |
| 8/17/21 | All Classified Staff Report |
| 8/18/21 | 1st Day of School |
| 8/23/21 | Board Work Session 7 PM |
| 8/30/21 | Budget Hearing 6 PM |
| 9/13/21 | Site Committee 6 PM
Finance Committee 6:30 PM
Tax Hearing 6:50 PM
Regular Meeting 7 PM |