

EMPOWERING EXCELLENCE - Every Student, Every Day

Agenda

1. **Preliminary Procedures**
 - 1.1. **Call to Order**
 - 1.2. **Public Notice of the Meeting**
 - 1.3. **Roll Call**
2. **Information & Discussion Specific To August 15th Special Election**
 - 2.1. **Summary Of Issue & Board Discussion Related To Special Election**
 - 2.2. **Public Question & Answer Session**

All questions will be directed to the President of the Board of Education. The President of the Board will then delegate and/or invite members of the Board of Education, or other appropriate officials, to respond to specific questions. Due to the need to conduct all of the business that is before the Board, the President of the Board of Education reserves the right to bring this session to a close when, in their judgment, it is reasonable to do so and to reasonably limit the amount of time afforded to individuals bringing questions before the Board.
 - 2.3. **Public Comment Specific To Special Election**

Nebraska Revised Statute 84-1412 requires members of the public desiring to provide comments to the board to identify himself or herself, including an address, and the name of any organization represented by such person. A form is provided at the meeting for individuals to complete and to submit to the superintendent prior to speaking for the purposes of efficiently providing this information.
 - 2.4. **Any Necessary Further Discussion By The Board Related To The Special Election**
3. **Public Comments on Agenda Items**

Nebraska Revised Statute 84-1412 requires members of the public desiring to provide comments to the board to identify himself or herself, including an address, and the name of any organization represented by such person. A form is provided at the meeting for individuals to complete and to submit to the superintendent prior to speaking for the purposes of efficiently providing this information.
4. **Discussion Items**
 - 4.1. **23-24 Substitute Teacher Pay Rates**
 - 4.2. **23-24 Student Laptop Computer Use Handbook**

4.3. Policy Update

5. **Action Items**

5.1. Policy 504.19: Student Fees

5.2. Policy 1005.03: Parental & Family Involvement In The Schools

5.3. Policy 504.20: Bullying Prevention

5.4. 23-24 Meal Prices

5.5. 23-24 Activity / Admission Prices

5.6. 23-24 Elementary Handbook

5.7. 23-24 Secondary Handbook

5.8. Teacher Evaluation Framework

5.9. Principals' Evaluation Framework

5.10. Strategic Plan

6. **Consent Agenda**

6.1. Approval of Minutes

6.1.1. *Regular Meeting: June 12, 2023*

6.1.2. *Special Meeting: June 19, 2023*

6.1.3. *Special Meeting: June 21, 2023*

6.2. Approval of Treasurer's Report

6.3. Approval of Claims

6.4. Financial Reports

7. **Public Comments on Topics Not on the Agenda**

Nebraska Revised Statute 84-1412 requires members of the public desiring to provide comments to the board to identify himself or herself, including an address, and the name of any organization represented by such person. A form is provided at the meeting for individuals to complete and to submit to the superintendent prior to speaking for the purposes of efficiently providing this information.

8. **Adjournment**

THE ISSUE IN A NUTSHELL



In the past, the emergence of an election would often be seen as a signal to voters and patrons of new projects, new spending, new plans, etc. However, that is not the case in regards to the special election that the Heartland Board of Education has called for this August for the purpose of seeking additional tax request authority.

Absolutely no new spending, plans, or commitments have been made by the Board regarding finances and future tax requests since it concluded its financial planning and goal setting this past March. What's reflected in the numbers related to this election is the same as what was understood to be required for the coming year when the Board concluded its long-term financial planning and goal setting in March. The only thing that is new is a series of restrictions that have been placed on all schools for the coming year as a result of legislation passed late in this year's session of the state legislature.

- The new legislation put a series of new lids and restrictions in place on school boards limiting the authority that boards previously had to make decisions of this type for their local districts.
- These lids and restrictions are based on formula calculations and a collection of audited, financial figures from the last two fiscal years.
- Because of how the formula works, and because of the restrictions in the new law, the Board of Education cannot continue to move forward with the plans and commitments that it made earlier this year, and has begun to execute upon, without first seeking approval from the voters.

The new legislation (LB243) provides all boards of education with what is called a certified tax authority amount - that amount is a formula calculation utilizing a variety of financial figures from the last two fiscal years. To move forward with the plans that our Board has put in place, a tax request authority that is approximately \$1.83 Million dollars larger than the certified figure provided by the state is required. On its own, the Board is only capable of adding approximately \$358,000 to that certified number - therefore the additional tax request authority that the Board requires (the \$1.83 Million) must be approved by the voters.

One simple question that voters may have is, "Doesn't voting 'Yes' mean voting for a tax increase?" The answer to that question is, yes, the tax request for this coming year (23-24) will be more than what the tax request was for the prior year (22-23). However, the tax request will not be bigger than what was expected / necessary resulting from the planning and goal setting completed by the Board this past March, before LB243 became the issue that it has now become.

Another simple question that voters may have is, "Will we have an election each year on this same issue?" The answer to that question is no. If the ballot proposition passes this August, the Board will have the flexibility it needs going forward to manage the financial affairs of the district within the newly established limits of LB243.

Below is a very brief overview of the plans that were already developed and put into place for next year, and for future years, by the Board of Education prior to the passage of LB243 - including the change of its operative date from January 1st to the coming 23-24 school year.

In the months of January, February, and March of 2023, the Heartland Board of Education engaged in a series of planning sessions relating to the short-term, medium-term, and long-term budgetary and financial planning of the district - this work is common for boards of education, and our board has regularly engaged in such planning and goal-setting discussions in the past. The results of those planning and goal setting discussions in January, February, and March allowed the Board of Education to map out a course for our budgeting and financial strategy for the next several years. That strategy incorporated both our general operations (including General Fund management) as well as our capital/building/infrastructure investments that involve funds such as the Special Building, Bond, and Depreciation Funds.

Special Building Fund

Most obvious among all of this is likely the planning involving the Special Building Fund and its connection to our current construction project. The Board utilized a financing mechanism known as lease-purchase financing, to borrow additional funds in order to fund the portions of the construction project that the bond issue alone could not provide enough money to pay for. This required a short-term borrowing of approximately \$5.5 Million to be repaid through the Special Building Fund over a 7-year period - requiring a new tax request of approximately \$1.1 Million each year. The coming 23-24 budget year was to be the year that repayment of that borrowing was to begin - with repayment to be made from tax collections in the Special Building Fund. This approach was discussed with the community and patrons in January and February while the Board ultimately decided in early-March to make this borrowing commitment in the interests of fully completing the construction project.

General Fund

The new LB243 tax request lids will have some elements that the general public could easily find confusing as these lids consolidate both the General Fund and the Special Building Fund needs in each district - typically lid calculations for these funds are kept separate from each other. General Fund tax request growth for the coming year (which is accounted for in amount proposed to the voters) can be attributed to a few basic areas - those are briefly listed below:

Personnel: personnel costs for full and part-time staff that the district employs will increase by approximately \$300,000 for next year. This includes staff already employed by the district, as well as staffing that have been added for the coming school year to either reduce class sizes or to increase services to students.

Variable Operative Costs: virtually all variable costs will grow from one year to the next - these costs include items ranging from fuel & utility costs to the costs of contracted student services, the costs of professional services, the costs of supplies, etc.

Stabilizing Investments: intentionally increasing investments and planning towards continued financial-stability. Our district has a long track record of planning for long-term stability and financial health. Over the next few years, we want to increase investments towards our Depreciation Fund (a savings fund of sorts for large, future capital expenditures) and also towards our general solvency ratio.

Heartland Community Schools

heartlandschools.org

District Tax Request Referendum

FACT SHEET



Finishing What We Started

What's Proposed

On June 21, the Heartland Community School District Board approved a resolution for a Special Election on August 15 for the purpose of seeking voter approval to exceed its state-certified, tax request authority in the amount of a \$1.83 million. This additional tax request authority amount will be used to ensure the completion of facility improvements the district and community initiated in 2021.

The district is seeking approval for a specific dollar amount of additional tax request authority – \$1.83 million – over the current, certified tax authority amount of \$3.99 million. This certified amount is now set by new Nebraska State Statute.

What the District is Asking the Voters to Approve

Why Now?

On May 25, 2023, the Nebraska Legislature passed LB243 – the School District Property Tax Limitation Act – creating new limits to the tax request authority for the General Fund and Special Building Fund in each school district across the state. The Legislature then passed LB727 on June 1, 2023, which amended LB243, making it immediately effective for the upcoming 23-24 fiscal year. As a result, the district no longer has the tax request authority to finance the previously-approved facility improvements.

Project Description and Project Timeline

The District is taking this step so that it can satisfactorily complete the facility improvements project initially approved through a successful bond election in May 2022. These improvements include:

- Main entrance/office expansion and safety renovations.
- Four-classroom elementary addition.
- Childcare facility.
- Agriculture/Industrial Technology shop connection to the main building.
- Activity entrance renovation.
- Weight room addition.
- Locker rooms addition.
- North gym, air conditioning, and bleachers.
- Fire sprinklers.
- Updated fire detection system and controls.
- Upgraded electrical capacity, power distribution systems, and infrastructure.

Passage of the tax request authority proposition requires approval from **60%** of voters voting on the issue.

For more information:
heartlandschools.org

facebook.com/search/
top?q=heartland%20community%20schools%20henderson%2Fbradshaw

Contact Superintendent Jeremy Klein
jklein@heartlandcschools.net
402.723.4434

The Heartland Community Schools facility improvements project timeline outlined below highlights important milestones in this effort.

May 10, 2022: BOND ELECTION – Both questions approved by voters.

December 2022: Original Construction Bids submitted; Lowest bid of \$10.8M is Rejected.

January 23, 2023: Board Meeting Seeking Public Input on Lease Purchase Financing for fully funding all facility improvements.

March 2, 2023: Board Authorizes Leasing Corp. & Lease-Purchase Agreement.

May 25, 2023: LB243 Approved by Nebraska Legislature with an operative date of January 1, 2024.

June 1, 2023: LB727 Approved by Nebraska Legislature which Amends LB243 to be effective immediately.

June 2, 2023: Board Indefinitely Suspends 2nd Bid Opening (scheduled for June 6th).

June 12, 2023: Regular June Board Meeting: Discuss Tax Request Authority Options & Election Considerations.

June 19, 2023: Special Board Meeting: Discuss Tax Request Authority Options & Election Considerations.

June 21, 2023: Special Board Meeting: Approve Resolution Calling for Special Election.

June 23, 2023: Deadline to File with County Election Commissioner Calling for Special Election in August.

August 15, 2023: Tax Request Authority Election.

Early-September 2023: Bid Opening (pending voter approval at August 15th election).

September 2023: 23-24 Budget & Tax Request Adoption Deadlines.

Special Election Information



- Mail-in Only Election
- Ballots must be received by the Election Commissioner by 5:00 PM on August 15, 2023
- Ballots will be mailed to voters between July 24 and August 4, 2023

Voter Information

The tax request authority certified to Heartland Community Schools for the 23-24 budget year is **\$3,990,760** – this represents an initial limit for the combined tax requests for both the district’s General Fund and Special Building Fund. For the upcoming budget year, Heartland Community Schools needs a tax request authority of up to **\$5,821,786** combined between the General Fund and the Special Building Fund to finance the plans that the Board and the District have committed to. The difference between these two amounts (**\$1,831,026**) is the additional tax request authority that voters will be asked to approve.

School boards have limited authority to exceed the initial amounts certified to them. The maximum tax request amount the Heartland board is now authorized to make (**\$4,348,001**) is less than the amount that is necessary to fund the needs for the General Fund and the Special Building Fund. This is due to how year-to-year increases are calculated.

Below is a comparison between the tax requests that the Board will now ask voters to approve for this coming year versus the maximum amount the Board has the authority to authorize.

22-23		23-24			
Current Year		Maximum Authority Of Board Allowed by LB243		Requested Authority Proposed To Voters	
General Fund	\$4,198,964	General Fund	\$4,348,001	General Fund	\$4,693,242
Special Building Fund	\$63,636	Special Building Fund	\$0	Special Building Fund	\$1,128,544
Bond Fund	\$545,455	Bond Fund	\$545,455	Bond Fund	\$545,455
<hr/>		<hr/>		<hr/>	
Total Consolidated Tax Request	\$4,808,055	LB243 Mandated Tax Request Limit	\$4,348,001	Tax Request Limit Proposed To Heartland Voters	\$5,821,786
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		Total Consolidated Tax Request	\$4,893,456	Total Consolidated Tax Request	\$6,367,241
<hr/>		<hr/>		<hr/>	
Necessary Tax Request (General Fund & Building Fund) to meet established plans, needs, & priorities					\$5,821,786
Certified Tax Request Authority					- \$3,990,760
Additional Tax Request Authority Proposed To Heartland Voters					\$1,831,026



* Frequently Asked Questions. *

There is a lot of confusing news out there right now involving a lot of different school-related legislation from this past year. What is LB 243?

LB 243 (the *School District Property Tax Limitation Act*) is a new law that was passed on May 25, 2023 during this most recent session of the Nebraska Unicameral. LB 243 was also then later amended via passage of LB 727 on June 1, 2023.

LB 243 is ultimately a revenue cap for all school districts that is applied to their General and Special Building Funds. The legislation also then caps the additional amount of revenue that can be generated in those funds each succeeding year. Through its mechanics, the legislation ultimately results in a new lid on the amount of property taxes that a local school board can ask for each year in their General and Special Building Funds.

LB243 is not the same as the \$1.05 levy lid. LB 243 is a new lid that is separate from, and in addition to, the pre-existing \$1.05 levy lid.

Is this the same as a levy override election?

No. A levy override election takes place when a school district seeks voter approval to exceed the \$1.05 levy limit. This election is asking the voters of the Heartland Community School district to approve a tax request authority higher than what the calculations of newly enacted LB 243 provide for.

The taxing funds utilized by Heartland Community Schools that are included in the \$1.05 levy limitation are the General Fund and the Special Building Fund. If the proposed tax request authority increase is approved by the voters in August, the combined levy for the General Fund and Special Fund is estimated to be approximately 69.1 cents for the coming 23-24 budget year.

I am confused about why this is necessary to complete the construction project(s). Didn't the bond election in May 2022 take care of funding the proposed construction?

The bond election in May 2022 provided approximately \$7 Million in construction funding. Cost increases and the addition of required aspects of the project during the design phase (fire suppression, electrical upgrade, etc.) pushed the cost of the comprehensive project past the funding provided by the bond election.

Altogether, we expect construction costs, direct-owner costs, and soft costs to total approximately \$12.5 Million. In March 2023, the Board of Education secured an additional \$5.5 Million in short-term financing to supplement the \$7 Million from the bond election in order to complete the proposed project in its entirety.

The additional \$5.5 Million in financing was secured through a common, public financing mechanism called lease-purchase financing. Lease-purchase financing is paid back over a 7-year period through the Special Building Fund - bond financing is paid back over a 20-year period through the Bond Fund.

How much of the proposed construction project(s) could be completed without the voters approving the proposed tax request authority in this upcoming election?

Approximately 50% or less of the proposed project could be completed if the proposed tax request authority is not approved by the voters in the upcoming election.



* Frequently Asked Questions. *

In March 2023 the Board decided to pursue additional financing for the purpose of fully completing the proposed construction projects as originally intended. What were some of the factors that were considered back in March 2023 that made lease-purchase borrowing more advantageous than pursuing another bond issuance?

- 1) Securing the additional funding through a lease-purchase borrowing was determined to be the most time-efficient and cost-effective path forward.
- 2) The Board of Education determined that it would be able to save months of valuable time by exercising its legal authority to secure this financing in a timely manner through a lease-purchase borrowing. With the original timeline already being disrupted, it was determined that expediting the process was likely in the best interests of the district and our taxpayers.
 - a) Pursuing a bond issuance would have required additional time due to the statutory requirement of holding an election.
 - b) Months of additional work related to architectural revisions would have been put on hold until after the election had been held.
- 3) Interest-rate risk. It was determined that with interest rates continuing to rise, being able to lock in rates before their rose any higher was determined to be the most financially responsible path forward.
- 4) Property Tax Credit eligibility. Lease-purchase borrowings are repaid through the Special Building Fund while bonded debt is repaid through the Bond Fund. It was determined that repaying the borrowing through the Special Building Fund would be more advantageous to our taxpayers since property taxes paid toward the Special Building Fund levy are eligible for the state property tax credit – property taxes paid toward the Bond Fund levy are not eligible for the state property tax credit.

Because the results of this tax request authority election directly affect the construction project, why not pursue a bond / bond election instead of a tax request authority election specific to LB243?

- 1) This was briefly considered, however, it was determined that continuing to move forward with repayment of the lease-purchase financing that has already been secured is the most time-efficient and cost-effective path forward.
- 2) The district already has additional construction financing in-hand through utilization of a 7-year lease-purchasing borrowing initiated by our Board of Education in March 2023. The increase required for the Special Building Fund that is proposed in the upcoming tax request authority election is what is required to begin our repayment of that borrowing.
- 3) While a bond issuance could be done at this point as part of re-structuring/re-finance of the financing that has already been secured, there are several reasons why that is not the preferred route to pursue.
 - a) Dollars borrowed from an additional bond issuance, at this point in time, would be borrowed at an interest rate higher than what was secured for our lease-purchase borrowing.
 - b) A bond issuance would result in another 20-year debt liability. It was determined that being able to discharge the debt repayment over the shorter, 7-year term better aligned with both our short-term and our long-term financial goals.
 - c) A new bond issuance, at this point in time, would incur additional, redundant fees such as underwriter's costs, attorney's fees, etc.
 - d) The tax request authority election will improve the Board's long-term control over its management of General Fund, as well. This benefit is not derived from a bond election.



*** Frequently Asked Questions. ***

Aside from helping to fund the completion of the construction project(s), does the tax request authority proposal provide any additional benefits to the district?

Yes. It provides greater decision-making flexibility and financial security for the district into the future – well beyond just the next few years.

The mechanisms of LB 243 provide a very broad set of limitations to each of Nebraska’s school districts. These broad limitations will likely fail to account for the unique or nuanced needs of all of Nebraska’s school districts – districts that range from very large to very small, and from urban to rural. Each district, including Heartland Community Schools, will experience the transition into the LB 243 limitation process differently, with different needs, and with different priorities.

A unique aspect of school finance is the concept of annual authority – this concept of annual authority ultimately boils down to dollar limits (both in budgeting and in making tax requests). Very simply, this annual authority is essentially the room or capacity that a board of education has to be flexible in its decision-making based upon local circumstances, local goals, or local priorities. Because LB 243 combines both the General and Special Building Funds in its formulation and in its year-to-year limitations, local school districts and their boards of education are likely to experience a shrinking in their flexibility to make responsible decisions at the local level in the best interests of their students, their schools, and their communities. Without adjustment, this lack of flexibility will potentially grow over time and will ultimately stretch across both the General Fund (used for general operations, programs, instruction, etc.) and the Special Building Fund (used for cost effective capital investments). That lack of flexibility is likely to hit schools that are the size of Heartland in a profound way, because the numbers are ultimately smaller and lack a certain margin of safety due to economies of scale.

For Heartland Community Schools, approval of the tax request authority proposition will add a greater degree of flexibility and increase the level of control that is exercised locally over time because of the additional authority (capacity) that will be available to our Board and our district when needed in future years.

The Board ultimately determined that this authority (capacity) was going to be vital to our district both now and in the future – this determination by the Board supported their decision to move forward with a tax request authority election.

22-23 LEVY & TAX REQUESTS

SCHOOL DISTRICT	LEVY RATES					LB243 Combined Levy
	Total Levy	General Fund	Bond Fund	Building Fund	QCPU Fund	
CLAY						
SUTTON PUBLIC SCHOOLS	\$0.7194	\$0.6428	\$0.0000	\$0.0766	\$0.0000	\$0.7194
HARVARD PUBLIC SCHOOLS	\$0.9855	\$0.9855	\$0.0000	\$0.0000	\$0.0000	\$0.9855
FILLMORE						
EXETER-MILLIGAN	\$0.6179	\$0.5608	\$0.0000	\$0.0571	\$0.0000	\$0.6179
FILLMORE CENTRAL	\$0.6806	\$0.6278	\$0.0000	\$0.0528	\$0.0000	\$0.6806
SHICKLEY PUBLIC SCHOOLS	\$0.8232	\$0.7220	\$0.0000	\$0.0504	\$0.0508	\$0.7724
HAMILTON						
GILTNER PUBLIC SCHOOLS	\$0.8495	\$0.7853	\$0.0000	\$0.0290	\$0.0352	\$0.8143
HAMPTON PUBLIC SCHOOL	\$0.8952	\$0.6963	\$0.1611	\$0.0000	\$0.0378	\$0.6963
AURORA PUBLIC SCHOOLS	\$0.8881	\$0.8482	\$0.0228	\$0.0171	\$0.0000	\$0.8653
POLK						
CROSS COUNTY	\$0.7901	\$0.6662	\$0.1146	\$0.0093	\$0.0000	\$0.6755
OSCEOLA PUBLIC SCHOOLS	\$0.8584	\$0.7303	\$0.1014	\$0.0267	\$0.0000	\$0.7570
SHELBY - RISING CITY	\$0.7698	\$0.6500	\$0.1148	\$0.0050	\$0.0000	\$0.6550
HIGH PLAINS	\$0.6508	\$0.5157	\$0.0000	\$0.1351	\$0.0000	\$0.6508
SEWARD						
MILFORD PUBLIC SCHOOLS	\$0.9810	\$0.9158	\$0.0000	\$0.0652	\$0.0000	\$0.9810
SEWARD PUBLIC SCHOOLS	\$0.9451	\$0.8472	\$0.0801	\$0.0101	\$0.0077	\$0.8573
CENTENNIAL PUBLIC SCHOOLS	\$0.5908	\$0.4997	\$0.0521	\$0.0390	\$0.0000	\$0.5387
THAYER						
DESHLER PUBLIC SCHOOLS	\$0.7953	\$0.7661	\$0.0000	\$0.0292	\$0.0000	\$0.7953
THAYER CENTRAL	\$0.7402	\$0.6627	\$0.0477	\$0.0298	\$0.0000	\$0.6925
BRUNING-DAVENPORT UNIFIED	\$0.5000	\$0.4900	\$0.0000	\$0.0100	\$0.0000	\$0.5000
YORK						
YORK PUBLIC SCHOOLS	\$1.1986	\$1.0048	\$0.1271	\$0.0442	\$0.0225	\$1.0490
MC COOL JUNCTION	\$0.8501	\$0.8110	\$0.0111	\$0.0280	\$0.0000	\$0.8390
HEARTLAND	\$0.6137	\$0.5170	\$0.0672	\$0.0078	\$0.0000	\$0.5248
SCHOOL DISTRICT	Total	General	Bond	Building	Qualified	LB243 Combined Levy
Levies: Per \$100 of Valuation						

SCHOOL DISTRICT	TAX REQUEST AMOUNTS					LB243 Combined Request
	Total Request	General Fund	Bond Fund	Building Fund	QCPU Fund	
CLAY						
SUTTON PUBLIC SCHOOLS	\$5,688,633	\$5,082,920	\$0	\$605,712	\$0	\$5,688,633
HARVARD PUBLIC SCHOOLS	\$3,636,554	\$3,636,554	\$0	\$0	\$0	\$3,636,554
FILLMORE						
EXETER-MILLIGAN	\$4,373,361	\$3,969,220	\$0	\$404,141	\$0	\$4,373,361
FILLMORE CENTRAL	\$8,016,340	\$7,394,444	\$0	\$621,896	\$0	\$8,016,340
SHICKLEY PUBLIC SCHOOLS	\$4,123,392	\$3,616,483	\$0	\$252,453	\$254,456	\$3,868,936
HAMILTON						
GILTNER PUBLIC SCHOOLS	\$2,958,937	\$2,735,319	\$0	\$101,011	\$122,607	\$2,836,330
HAMPTON PUBLIC SCHOOL	\$3,140,516	\$2,442,741	\$565,167	\$0	\$132,609	\$2,442,741
AURORA PUBLIC SCHOOLS	\$15,758,390	\$15,050,407	\$404,562	\$303,421	\$0	\$15,353,829
POLK						
CROSS COUNTY	\$6,438,734	\$5,429,040	\$933,906	\$75,788	\$0	\$5,504,828
OSCEOLA PUBLIC SCHOOLS	\$4,540,070	\$3,862,550	\$536,304	\$141,216	\$0	\$4,003,766
SHELBY - RISING CITY	\$6,092,437	\$5,144,303	\$908,563	\$39,572	\$0	\$5,183,874
HIGH PLAINS	\$5,597,199	\$4,435,272	\$0	\$1,161,926	\$0	\$5,597,199
SEWARD						
MILFORD PUBLIC SCHOOLS	\$7,040,563	\$6,572,628	\$0	\$467,935	\$0	\$7,040,563
SEWARD PUBLIC SCHOOLS	\$16,676,314	\$14,948,866	\$1,413,367	\$178,215	\$135,867	\$15,127,081
CENTENNIAL PUBLIC SCHOOLS	\$9,220,274	\$7,798,529	\$813,095	\$608,650	\$0	\$8,407,180
THAYER						
DESHLER PUBLIC SCHOOLS	\$3,739,387	\$3,602,093	\$0	\$137,294	\$0	\$3,739,387
THAYER CENTRAL	\$6,263,712	\$5,607,893	\$403,646	\$252,173	\$0	\$5,860,066
BRUNING-DAVENPORT UNIFIED	\$4,272,827	\$4,187,370	\$0	\$85,457	\$0	\$4,272,827
YORK						
YORK PUBLIC SCHOOLS	\$14,760,051	\$12,373,519	\$1,565,161	\$544,297	\$277,074	\$12,917,816
MC COOL JUNCTION	\$3,070,478	\$2,929,252	\$40,092	\$101,133	\$0	\$3,030,386
HEARTLAND	\$4,984,109	\$4,198,769	\$545,455	\$63,347	\$0	\$4,262,116
SCHOOL DISTRICT	Total	General	Bond	Building	Qualified	LB243 Combined Request
Levies: Per \$100 of Valuation						

23-24 ESTIMATED LEVY & TAX REQUESTS (based on certified authority -- 3.772% total valuation growth -- static capital funding)

SCHOOL DISTRICT	LEVY RATES					LB243 Combined Levy
	Total Levy	General Fund	Bond Fund	Building Fund	QCPU Fund	
CLAY						
SUTTON PUBLIC SCHOOLS	\$0.64775	\$0.57394	\$0.00000	\$0.07382	\$0.00000	\$0.64775
HARVARD PUBLIC SCHOOLS	\$0.94746	\$0.94746	\$0.00000	\$0.00000	\$0.00000	\$0.94746
FILLMORE						
EXETER-MILLIGAN	\$0.57125	\$0.51622	\$0.00000	\$0.05502	\$0.00000	\$0.57125
FILLMORE CENTRAL	\$0.62950	\$0.57862	\$0.00000	\$0.05088	\$0.00000	\$0.62950
SHICKLEY PUBLIC SCHOOLS	\$0.79820	\$0.70068	\$0.00000	\$0.04857	\$0.04895	\$0.74925
HAMILTON						
GILTNER PUBLIC SCHOOLS	\$0.78854	\$0.72667	\$0.00000	\$0.02795	\$0.03392	\$0.75462
HAMPTON PUBLIC SCHOOL	\$0.85537	\$0.66370	\$0.15524	\$0.00000	\$0.03643	\$0.66370
AURORA PUBLIC SCHOOLS	\$0.78808	\$0.74963	\$0.02197	\$0.01648	\$0.00000	\$0.76611
POLK						
CROSS COUNTY	\$0.71883	\$0.59943	\$0.11043	\$0.00896	\$0.00000	\$0.60839
OSCEOLA PUBLIC SCHOOLS	\$0.81701	\$0.69357	\$0.09771	\$0.02573	\$0.00000	\$0.71930
SHELBY - RISING CITY	\$0.70712	\$0.59167	\$0.11063	\$0.00482	\$0.00000	\$0.59649
HIGH PLAINS	\$0.61489	\$0.48470	\$0.00000	\$0.13019	\$0.00000	\$0.61489
SEWARD						
MILFORD PUBLIC SCHOOLS	\$0.92680	\$0.86397	\$0.00000	\$0.06283	\$0.00000	\$0.92680
SEWARD PUBLIC SCHOOLS	\$0.82316	\$0.72882	\$0.07719	\$0.00973	\$0.00742	\$0.73855
CENTENNIAL PUBLIC SCHOOLS	\$0.55409	\$0.46630	\$0.05021	\$0.03758	\$0.00000	\$0.50388
THAYER						
DESHLER PUBLIC SCHOOLS	\$0.78401	\$0.75588	\$0.00000	\$0.02814	\$0.00000	\$0.78401
THAYER CENTRAL	\$0.68219	\$0.60750	\$0.04597	\$0.02872	\$0.00000	\$0.63622
BRUNING-DAVENPORT UNIFIED	\$0.47640	\$0.46677	\$0.00000	\$0.00964	\$0.00000	\$0.47640
YORK						
YORK PUBLIC SCHOOLS	\$1.17172	\$0.98496	\$0.12248	\$0.04259	\$0.02168	\$1.02756
MC COOL JUNCTION	\$0.80352	\$0.76584	\$0.01070	\$0.02698	\$0.00000	\$0.79282
HEARTLAND	\$0.75551	\$0.55688	\$0.06472	\$0.13391	\$0.00000	\$0.69079
SCHOOL DISTRICT	Total	General	Bond	Building	Qualified	LB243 Combined Levy
Levies: Per \$100 of Valuation						

SCHOOL DISTRICT	TAX REQUEST AMOUNTS					LB243 Combined Request
	Total Request	General Fund	Bond Fund	Building Fund	QCPU Fund	
CLAY						
SUTTON PUBLIC SCHOOLS	\$5,315,303	\$4,709,591	\$0	\$605,712	\$0	\$5,315,303
HARVARD PUBLIC SCHOOLS	\$3,628,076	\$3,628,076	\$0	\$0	\$0	\$3,628,076
FILLMORE						
EXETER-MILLIGAN	\$4,195,675	\$3,791,533	\$0	\$404,141	\$0	\$4,195,675
FILLMORE CENTRAL	\$7,694,093	\$7,072,197	\$0	\$621,896	\$0	\$7,694,093
SHICKLEY PUBLIC SCHOOLS	\$4,148,990	\$3,642,082	\$0	\$252,453	\$254,456	\$3,894,534
HAMILTON						
GILTNER PUBLIC SCHOOLS	\$2,850,195	\$2,626,576	\$0	\$101,011	\$122,607	\$2,727,588
HAMPTON PUBLIC SCHOOL	\$3,113,992	\$2,416,216	\$565,167	\$0	\$132,609	\$2,416,216
AURORA PUBLIC SCHOOLS	\$14,511,132	\$13,803,148	\$404,562	\$303,421	\$0	\$14,106,570
POLK						
CROSS COUNTY	\$6,078,867	\$5,069,173	\$933,906	\$75,788	\$0	\$5,144,961
OSCEOLA PUBLIC SCHOOLS	\$4,484,171	\$3,806,651	\$536,304	\$141,216	\$0	\$3,947,867
SHELBY - RISING CITY	\$5,807,436	\$4,859,301	\$908,563	\$39,572	\$0	\$4,898,873
HIGH PLAINS	\$5,487,828	\$4,325,902	\$0	\$1,161,926	\$0	\$5,487,828
SEWARD						
MILFORD PUBLIC SCHOOLS	\$6,902,493	\$6,434,557	\$0	\$467,935	\$0	\$6,902,493
SEWARD PUBLIC SCHOOLS	\$15,072,544	\$13,345,096	\$1,413,367	\$178,215	\$135,867	\$13,523,310
CENTENNIAL PUBLIC SCHOOLS	\$8,973,468	\$7,551,723	\$813,095	\$608,650	\$0	\$8,160,373
THAYER						
DESHLER PUBLIC SCHOOLS	\$3,825,369	\$3,688,074	\$0	\$137,294	\$0	\$3,825,369
THAYER CENTRAL	\$5,990,541	\$5,334,722	\$403,646	\$252,173	\$0	\$5,586,895
BRUNING-DAVENPORT UNIFIED	\$4,224,746	\$4,139,289	\$0	\$85,457	\$0	\$4,224,746
YORK						
YORK PUBLIC SCHOOLS	\$14,973,273	\$12,586,741	\$1,565,161	\$544,297	\$277,074	\$13,131,038
MC COOL JUNCTION	\$3,011,711	\$2,870,486	\$40,092	\$101,133	\$0	\$2,971,619
HEARTLAND	\$6,367,241	\$4,693,242	\$545,455	\$1,128,544	\$0	\$5,821,786
SCHOOL DISTRICT	Total	General	Bond	Building	Qualified	LB243 Combined Request
Levies: Per \$100 of Valuation						

23-24 ESTIMATED LEVY & TAX REQUESTS (based on Maximum Board authority -- 3.772% total valuation growth -- static capital)

SCHOOL DISTRICT	LEVY RATES					LB243 Combined Levy
	Total Levy	General Fund	Bond Fund	Building Fund	QCPU Fund	
CLAY						
SUTTON PUBLIC SCHOOLS	\$0.70428	\$0.63046	\$0.00000	\$0.07382	\$0.00000	\$0.70428
HARVARD PUBLIC SCHOOLS	\$1.02827	\$1.02827	\$0.00000	\$0.00000	\$0.00000	\$1.02827
FILLMORE						
EXETER-MILLIGAN	\$0.61882	\$0.56380	\$0.00000	\$0.05502	\$0.00000	\$0.61882
FILLMORE CENTRAL	\$0.67935	\$0.62847	\$0.00000	\$0.05088	\$0.00000	\$0.67935
SHICKLEY PUBLIC SCHOOLS	\$0.85907	\$0.76155	\$0.00000	\$0.04857	\$0.04895	\$0.81012
HAMILTON						
GILTNER PUBLIC SCHOOLS	\$0.86846	\$0.80659	\$0.00000	\$0.02795	\$0.03392	\$0.83454
HAMPTON PUBLIC SCHOOL	\$0.91919	\$0.72752	\$0.15524	\$0.00000	\$0.03643	\$0.72752
AURORA PUBLIC SCHOOLS	\$0.84743	\$0.80898	\$0.02197	\$0.01648	\$0.00000	\$0.82546
POLK						
CROSS COUNTY	\$0.77163	\$0.65223	\$0.11043	\$0.00896	\$0.00000	\$0.66120
OSCEOLA PUBLIC SCHOOLS	\$0.87498	\$0.75154	\$0.09771	\$0.02573	\$0.00000	\$0.77727
SHELBY - RISING CITY	\$0.76213	\$0.64669	\$0.11063	\$0.00482	\$0.00000	\$0.65150
HIGH PLAINS	\$0.66365	\$0.53346	\$0.00000	\$0.13019	\$0.00000	\$0.66365
SEWARD						
MILFORD PUBLIC SCHOOLS	\$1.01024	\$0.94741	\$0.00000	\$0.06283	\$0.00000	\$1.01024
SEWARD PUBLIC SCHOOLS	\$0.88348	\$0.78914				

DISCLAIMERS

- 1) The numbers listed in this document represent models of possible levies and tax request amounts based upon statistical figures and certified amounts provided by the Nebraska Department of Education.
- 2) The 23-24 numbers for Heartland Community Schools (highlighted in yellow) represent the intended allocation of the tax request authority that is being submitted to the voters for approval.
- 3) The numbers in these models are for illustrative purposes only. It is the intent of these models to provide the stakeholders of the Heartland Community Schools district an opportunity have a general indication and comparison of how tax request amounts related to Heartland's local tax request authority election are likely to generally compare to the potential tax request and levy amounts in neighboring districts under a handful of very simple and hypothetical assumptions.
- 4) The tax requests and resulting levies listed in these models for schools other than Heartland Community Schools are very likely to differ from the amounts that are actually considered and ultimately adopted by the locally elected boards of education of these districts as a result of their financial planning and budgetary processes.
- 5) The Heartland Community Schools district and its Board of Education affirm that both the governing board and the personnel of each school district are the most uniquely qualified persons to make determinations and evaluations regarding their local budgetary decisions and their local tax requirements. It is further stipulated that the numbers listed in these models are in no way intended to represent the most efficient or responsible allocation of fiscal resources in any school district that may be included in these models.

ASSUMPTIONS & STANDARDIZATIONS MADE:

- A) There will be some error due to rounding in the actual tax requests included in these models for the 22-23 budget year compared to the actual amounts adopted and filed by individual districts.
- B) Total, aggregate, taxable valuation growth for each district was calculated at 3.772% for the upcoming year.
- C) Capital funding requests for 23-24 estimates (Building, Bond , QCPU) were kept equal to amounts set for 22-23 -- ultimately these amounts could be lower for 23-24 than what they were for 22-23.
- D) Bond fund levies and total, consolidated levies for all districts (including Heartland Community Schools) were calculated utilizing a common valuation and uniform levy rate for the purposes of attempting to generate common comparisons among all of the districts in the models. LB2, for instance, impacts the actual levy calculation for Heartland Community Schools; and other districts may have bond levy valuation that is not uniform (e.g. due to consolidation, etc.)
- E) The tables identified as "A" are intended to give a general comparison of districts whose LB243 tax requests approximate their certified amounts -- it is possible for actual amounts to be either higher or even lower than the amounts listed in this table. The amounts for Heartland Community Schools (highlighted yellow) represent the actual intended allocations of the tax request authority that is being
- F) The tables identified as "B" are intended to give a general comparison of districts whose LB243 tax requests approximate the maximum request amounts that local Boards can authorize without approval of the qualified voters in their districts. -- it is possible for actual amounts to be lower than the amounts listed in this table. The amounts for Heartland Community Schools (highlighted yellow) represent the actual intended allocations of the tax request authority that is being submitted to the voters for approval.
- G) A general assumption being made is that the tables listed in "A" and then in "B" represent bookends of sorts, with districts having tax requests ranging from "A" (low end) to "B" (high end). The amounts for Heartland Community Schools (highlighted yellow) can be compared to this range.

Election Basics

This election will be an election by mail. Each registered voter residing within the District will receive a ballot by mail at his/her address as it appears on the voter registration register; and therefore no polling places will be open for voting. Ballots will be mailed by the Election Commissioner of York County between July 24, 2023 - August 4, 2023.

Registered voters wishing to vote in the Special Election who will be absent from their residence between July 24, 2023 and August 15, 2023 may contact the York County Election Commissioner's Office.

Voted ballots that are sealed in the "Return Identification Envelope" may be returned by one of the following means:

- 1. U.S. Mail:** Mail the ballot to Election Commissioner of York County, 510 N. Lincoln Avenue, Room 103, York, NE 68467; or
- 2. Hand Delivery:** Deliver the ballot to the Election Commissioner of York County in the York County Election Office, 510 N. Lincoln Avenue, Room 103, York, NE 68467 [or in the drop box].

NOTE: All ballots must be in the possession of the Election Commissioner of York County no later than 5 p.m. on Election Day, August 15, 2023.

Voter Registration Deadlines

1. July 28, 2023 is the last day for mail-in registrations, registrar registrations, delivered registrations and agency registrations.
2. August 4, 2023 at 6 p.m. is the last day for in-person voter registration in the office of the Election Commissioner of York County.

Any voter who changes information on a current registration or registers to vote after the ballots have been mailed but before the in-person registration deadline August 4, 2023 at 6 p.m., will be given a ballot at the time of registration or change.

York County Election Commissioner Information

Website: <https://www.yorkcounty.ne.gov/court-house.html/#clerk>

Mailing Address and Location:

York County Election Commissioner,
510 N. Lincoln Avenue, Room 103,
York, NE 68467

Phone: 402-362-7759

E-Mail: clerk@yorkcountyne.com

Regular Office Hours:

8:00 a.m. to 5:00 p.m., Monday through Friday, excluding holidays.

[SAMPLE BALLOT]

BALLOT

**ELECTION TO EXCEED
PROPERTY TAX REQUEST AUTHORITY**

**YORK COUNTY SCHOOL DISTRICT 0096
(HEARTLAND COMMUNITY SCHOOLS)
IN THE STATE OF NEBRASKA**

TUESDAY, AUGUST 15, 2023

“Shall York County School District 0096 (Heartland Community Schools) in the State of Nebraska be authorized to exceed its annual property tax request authority by not more than \$1,831,026, which amount shall remain below the District’s maximum levy limit?”



FOR

said increase to annual property tax
request authority



AGAINST

said increase to annual property tax
request authority

Qualified electors voting in favor of such proposition shall blacken the oval opposite the words “FOR said increase to annual property tax request authority” following said proposition, and qualified electors voting against such proposition shall blacken the oval opposite the words “AGAINST said increase to annual property tax request authority” following said proposition.

Heartland Community Schools: 23-24 Sub Rate Recommendations

RECOMMENDED 23-24 PAY RATES	CURRENT 22-23 PAY RATES
DAILY RATE: \$140 per day	DAILY RATE: \$135 per day
LONG-TERM RATE: 1/185th base salary on 11th consecutive day \$216.27 per day	LONG-TERM RATE: 1/185th base salary on 11th consecutive day \$212.34 per day

Annual Cost Increase Calculation						
Budgetary Constant (usage rate)	Recommended 23-24 Rate		22-23 Rates		Est. Total Cost Increase	
	Est. Salary Cost	Est. Total Cost	Est. Salary Cost	Est. Total Cost	\$	%
400	\$56,000	\$65,800	\$54,000	\$63,450	\$2,350	3.704%

HEARTLAND COMMUNITY SCHOOLS Daily Sub Pay Rates					
Year	Daily Rate	% Annual Increase	3-yr CAGR	Base Salary	Relative to Base Salary
23-24	\$140	3.704%	6.777%	\$40,010	0.350%
22-23	\$135	12.500%	5.490%	\$39,283	0.344%
21-22	\$120	4.348%	2.943%	\$38,683	0.310%
20-21	\$115	0.000%	1.493%	\$38,033	0.302%
19-20	\$115	4.545%	-	\$37,633	0.306%
18-19	\$110	0.000%	-	\$37,083	0.297%
17-18	\$110	-	-	\$36,333	0.303%

HEARTLAND COMMUNITY SCHOOLS

Technology Use and Agreement Handbook

Objectives

The goals of the project are increased student achievement through the improvement of 21st century skill sets of our students and staff. Areas of emphasis will include:

- Creativity and innovation
 - Communication and collaboration
 - Research and information fluency
 - Critical thinking, problem solving, and decision making
 - Digital citizenship
 - Technological operations and concepts
-

Laptop Specifications

- MacBook Air
 - USB-C Power Adapter
 - Hard Shell Case, Laptop Bag and Accessories Pouch
-

Receiving Your Laptop

Students and their parents will be required to complete the following steps before laptops will be issued.

- Attend an orientation meeting prior to the beginning of the school year or meet with the building principal to discuss acceptable use.
- Students wishing to use the computer off of school property will be required to pay a \$30 insurance and usage fee.
- Completion of the Laptop Responsibilities Agreement Form, Acceptable Use Policy Form, and Insurance Form

Using Your Laptop at School

Laptops are intended for use at school each day. Students are responsible for bringing their charged laptop to all classes. Only charge your laptop with the provided charger.

Privacy and Internet

E-mail is provided to each student for educational purposes only. **The only email account that students are allowed to access while using a school-issued laptop is one which has been assigned by Heartland Community Schools.** Please note that emails sent on school-issued devices are not private and may be reviewed at any time and without notice.

The following rules will apply when using an email account:

- Always use appropriate language.
- Do not transmit language/material that is profane, sexual, obscene, abusive, or offensive to others.
- Do not send mass emails, chain letters, or spam. Students should maintain high integrity with regard to email content.
- Use of games, chat rooms, or conferencing applications may not be utilized during class without permission.

Software

The software originally installed by Heartland Community Schools must remain on the laptop in usable condition and be easily accessible at all times.

Screen Savers & Backgrounds

Only school appropriate backgrounds and screen savers may be used on the laptops.

Sounds

- Students must have personal earbuds/headphones to listen to audio.
- Sound must be muted unless permission is granted by the teacher for instructional purposes.

Personal Devices

- No personal devices, such as laptops, tablets, smart watches or smart phones will be allowed on our secure student network.
- The HCS Public network will be available for personal devices.

Printing

Printing at school will be regulated.

Using Your Laptop at Home

Laptops may be taken home each day, provided that:

- No money is owed on lunch accounts, fees, or fines
- The usage and insurance fee has been paid
- Agreement forms have been signed
- Proper use of the computer has been maintained by the student

Students are responsible for their laptop at all times. You are responsible for any loss or damage that occurs when someone else is using your assigned laptop.

Care of Your Laptop & Accessories

Laptops are provided to further enhance academic achievement. Students will use the laptops responsibly, safely, and respectfully. Students are responsible for the general care of the laptop and accessories they have been issued by the school.

General Precautions

- Keep all liquids away from the laptop. Never eat or drink while using the laptop. Loose crumbs can cause a screen to be damaged.
- Laptop should not be placed on or under soft items, such as blankets, pillows, or sofa cushions. This may cause the laptop to overheat and result in damage to the machine.
- Cords and cables must be inserted carefully into the device to prevent damage. Loosely wrap charging cords so that undue stress is not placed on the end that connects to the charger.
- Laptop and case must remain free of any writing, drawing, stickers or labels that are not the property of HCS. If a student wishes to use a case of their own, the case must first be approved by the HCS Technology Coordinator.
- Laptop must never be left unsupervised.

Screen Care

- To avoid damaging the screen, only the power supply and power cord should accompany the laptop inside the sleeve.
- Never close the laptop with anything on the keyboard, such as pencils or notebooks or even loose papers.
- Avoid touching the laptop screen. If you need your screen cleaned please use a clean, soft cloth. NO cleansers of any kind.

Protecting and Storing Your Laptop

- Laptop must always be transported within the school issued laptop bag.
- Protect the laptop from extreme heat and cold. If the laptop has been in extreme cold or hot temperatures, let it come up to room temperature before operating it.
- Laptop should never be left in a car.
- When laptop is not in use, please store it in a secure location.
- Heavy objects should never be placed or stacked on top of the laptop. This includes books, musical instruments, etc.

Laptop Repair & Assessed Fees

- If a computer is damaged or malfunctioning, it must be reported immediately so repair can be made.
- Under no circumstances should anyone else attempt repairs on laptops. All laptop repairs must be provided by Heartland Community Schools.
- If a laptop is lost or stolen, it must be reported immediately to the school and appropriate law enforcement authorities.
- A “loaner” laptop may be issued to a student when they leave their laptop for repair. The student will be expected to return the loaner laptop at the end of the school day.
- Each summer, all laptops will be inspected for damage that would cause them to be inoperable or for major physical damage that would be noticeable to someone looking at the laptops from a distance. Damage will be assessed according to the following schedule:
- A \$100 maximum deductible for the first incident of damage may be assessed. If there are additional incidents of damage, the full cost of repair and the loss of privilege of removing device from school property may be required of the student. In the case of theft or accidental breakage in the course of normal, educational use, the administration of Heartland Community Schools may elect to waive the charges.

Suspension of Laptop Use

The use of any District technology is a privilege and not a right. Students are expected to use their computer in accordance with the district’s 1:1 laptop policy and procedures, and any applicable laws. Failure to use this computer in an appropriate manner will result in the following consequences as determined by the administration of Heartland Community School.

The following actions are NOT permitted on school issued laptops:

- Attempting to bypass or bypassing the Internet filter.
- Accessing or attempting to access social media sites and computer games without specific permission from a teaching or administrative staff member.
- Physically altering or disassembling a computer in any way.
- Accessing or attempting to access inappropriate material on the Internet.
- Giving your username and password to another student to use

(Remember - you are responsible for whatever they do with your account!)

Any of these violations could lead to any or a combination of the following:

- Removal of take home privileges.
- Permanent removal of school technology privileges.
- Financial payment for damages.
- Other consequences deemed necessary.
- Criminal charges being filed against the student.

Acceptable Use Policy

The school's information technology resources, including email and Internet access, are provided for educational purposes. Adherence to the following policy is necessary for continued access to the school's technological resources:

Staff/Students must:

- Respect and protect the privacy of others.
- Use only assigned accounts.
- Not view, use, or copy passwords, data, or networks to which they are not authorized.
- Not distribute private information about others or themselves.
- Respect and protect the integrity, availability, and security of all electronic resources.
- Observe all network security practices, as posted.
- Use personal mobile devices on the HCS Public network only.
- Not log in (authenticate) to the private network or VPN unless using district owned/ authorized devices or services.
- Report security risks or violations to a teacher or network administrator.
- Not destroy or damage data, networks, or other resources that do not belong to them, without clear permission of the owner.
- Respect and protect the intellectual property of others.
- Not infringe copyrights (no making illegal copies of music, games, or movies!).
- Not plagiarize.
- Respect and practice the principles of community.
- Communicate only in ways that are kind and respectful.
- Report threatening or discomfoting materials to a teacher.
- Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
- Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
- Not use the resources to further other acts that are criminal or violate the school's code of conduct.

- Not send spam, chain letters, or other mass unsolicited mailings.
- Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.
- Not engage in “hacking” to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
- **Staff/Students may, if in accord with the policy above:**
 - Design and post web pages and other material from school resources.
 - Responsibly use social networking and internet communication resources with a teacher's permission and within the guidelines stated above.
- **Supervision and Monitoring:**
 - School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. Administrators may further define such rules. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

Laptop Loan Agreement

Your child has been loaned a MacAir laptop, hardshell case, and bag to improve and personalize his/her education this year. It is essential that the Heartland Community Schools Acceptable Use Policy be followed to ensure the safe, efficient and ethical operation of the district's device.

In order for your child to use the laptop in class and to take it home, you must be willing to accept the following responsibilities and terms. In addition there is a \$30 annual insurance fee, payable to Heartland Community Schools, which applies to cases of theft or accidental breakage in the course of normal, educational use. This fee is required before your child will be allowed to take the device home. Until the fee is paid in full, the student may use the device only while at school. All lunch accounts, fees, and fines must be paid in full in order for your child to remove the laptop from school property.

In cases of negligence (loss or abuse) by the student, a \$100 maximum deductible for the first incident of damage may be assessed. If there are additional incidents of damage, the full cost of repair and the loss of privilege of removing device from school property may be required of the student. Examples of negligence include, but are not limited to: drinks or foods spilled on computer, rough housing or horseplay with devices, or not carrying laptop in protective case.

Parent Responsibilities and Terms

As a parent, I will:

- read the Acceptable Use Policy and discuss it with my child.
- supervise my child's use of the laptop at home.
- make sure my child charges the laptop nightly and begins the school day with a fully charged battery.
- make sure my child brings the laptop to school each day and keeps it locked in their locker when not using it for a class.
- discuss appropriate use of the Internet and supervise my child's use of the Internet.
- not attempt to repair the laptop.
- report any problems or damage to the laptop to a school administrator.
- report loss/theft of the laptop to school and proper authorities (police) within 24 hours.
- not change or attempt to change the configuration of software or hardware.

- insure that my child only uses accounts assigned by the school.
- not alter or remove the school device management certificates at any time.
- agree to allow the school administration and faculty to inspect and examine the device, apps and content at any time.
- agree to make sure that the laptop is returned to the school when requested and upon my son's/daughter's withdrawal from Heartland Community Schools.

Student Responsibilities and Terms

As a student, I will:

- read the Acceptable Use Policy and discuss it with my parent/guardian.
- adhere to the terms of the Heartland Community Schools Acceptable Use Policy and District guidelines each time the laptop is used, at home or at school.
- recharge the laptop nightly and begin the school day with a fully charged battery.
- bring the laptop to school each day and keep it locked in my locker when not using it.
- keep the laptop in its assigned protective case at all times when not being used.
- make the laptop available for inspection by an administrator or other staff member upon request.
- use appropriate language in all communications.
- abide by copyright laws.
- not use or attempt to use another student's assigned hardware, subscriptions, logins, files, or personal information.
- not give out personal information, such as name, address, photo, or other identifying information online.
- report loss/theft of laptop to parents, school and proper authorities (police) within 24 hours.
- not use the laptop to record (audio or visual) others without their permission.
- not change or attempt to change the configuration or settings of management certificates.
- not attempt to repair, alter or make additions to the laptop.
- report all problems and damage immediately to the administrator or technology staff.

- not remove or attempt to remove identification tags on the laptop or deface with stickers, marking pens, etc.

Laptop Loan Agreement

- One MacBook Air, USB-C power adapter, hard shell case, bag and accessories pouch and are being loaned to Borrower and are in good working order.
- It is Borrower's responsibility to care for the equipment and ensure that it is retained in a safe environment.
- This equipment is, and at all times remains, the property of Heartland Community Schools of Henderson, Nebraska, and is herewith loaned to the student for educational purposes only for the academic school year.
- Student may not deface or destroy this property in any way.
- Inappropriate use of the machine may result in the student losing his/her right to use this device.
- The equipment will be returned to the school when requested by Heartland Community Schools, or sooner, if the student withdraws from Heartland Community Schools prior to the end of the school year.
- Nebraska statutes 79-737 and 79-2,127 allow the district to obtain reimbursement from, or on behalf of, students for any damage to, loss of, or failure to return school property.
- Borrower acknowledges and agrees that Borrower's use of the district property is a privilege and that by Borrower's agreement to the terms hereof, Borrower acknowledges responsibility to protect and safeguard the district property and to return the same in good condition and repair upon request by Heartland Community Schools.

Signature Page

I have read and agree to abide by the Heartland Community Schools Acceptable Use Policy for use of the Internet with the school issued device and personal devices.

Student Signature _____ Date _____

Parent Signature _____ Date _____

I agree to follow the Heartland Community Schools' responsibilities and rules at all times while using the school issued device in accordance with the Acceptable Use Policy and Laptop Loan Agreement.

Student Signature _____ Date _____

Parent Signature _____ Date _____

Media Release (Please check ONE of the following)

Students and teachers at Heartland Community Schools may be videotaping and taking photographs of many of the activities throughout the school year. Your child's image may be used in promotional videos or presentations to outside groups, school web pages, and/or various media outlets and newspapers. By signing below, you agree to allow your child to be in photographs and/or videos used by Heartland Community Schools.

I do not give consent for Heartland Community Schools to use photographs of my child in promotional videos, presentations, school web pages, and/or other media outlets.

Parent Signature _____ Date _____

**Heartland Community Schools
Cover Sheet: August 2023 Policy Update**

Policy Number	Policy Title	New / Revision	Required / Optional
408.02	CERTIFIED EMPLOYEE CONTRACT RELEASE	Revision	Optional
502.02	NONRESIDENT STUDENTS / OPTION ENROLLMENT	Revision	Required
502.02	OPTION ENROLLMENT LIMITS	Revision	Required
504.11	WEAPONS	Revision	Required
506.02	STUDENT ORGANIZATIONS	Revision	Required
508.18	ADMINISTRATION OF NALOXONE (NARCAN)	New	Optional
508.19	BEHAVIOR POINTS OF CONTACT	New	Required
605.07	PART-TIME ENROLLMENT	Revision	Required
611.07	GRADUATION REQUIREMENTS	Revision	Required
801.01R1	FOSTER CARE TRANSPORTATION PLAN	New	Required

CERTIFICATED EMPLOYEE CONTRACT RELEASE

Certificated employees are encouraged to notify their immediate supervisor of their plans to resign as soon as practicable. The Board of Education will generally accept all tendered resignations, effective at the end of the current school year, submitted prior to March 15th.

The Board delegates to the Superintendent the authority to formally ask certificated employees in writing whether they intend to accept employment with the District for the following school year. The Superintendent shall give employees a deadline to respond to such requests, so long as the deadline occurs after March 14th. Any employee who fails to respond or declines to accept employment for the following school year may be terminated from employment if they refuse to resign.

The Superintendent is further authorized to file a complaint with the Professional Practices Commission for any teacher who abrogates their contract with the District.

Notwithstanding anything to the contrary herein, the Board is not obligated to accept or reject any tendered resignation if the employee is involved in a disciplinary matter or for any other reason that the Board deems to be in the best interest of the District.

The Board of Education reserves the right to seek damages against any certificated employee as a result of breach of contract.

Legal Reference: NDE Rule 27
Neb. Statute 79-817 et seq.

Cross Reference: 406.03 Certificated Employee Individual Contracts
406.04 Certificated Employee Continuing Contracts

Approved: February 11, 2019

Reviewed:

Revised: August 14, 2023

NONRESIDENT STUDENTS/OPTION ENROLLMENT

Students who are eligible to attend a Nebraska public school but who are not legal residents of the school district may be admitted into the school district in accordance with the option enrollment program authorized by state statutes. Option enrollment students shall be accepted without charge. If the student has previously had an option enrollment accepted in any district, the application shall be rejected unless a statutory exception to this rule applies for that student.

Application for option enrollment should be made between September 1 and March 15 for enrollment during the following and subsequent school years. Upon agreement of the school boards of the resident district and the option (receiving) district, deadlines for application and approval of the option may be waived. Following the March 15 deadline, applications requesting admittance must contain a release approval from the resident district prior to the option district's consideration for acceptance.

The application for option enrollment does not require a release from the resident district and the receiving district has forty-five days to issue acceptance or rejection if:

1. after February 1 the student relocated to a different resident district, or
2. the student's option district merged with another district effective after February 1, and
3. the student's attendance would occur during the next immediate and subsequent school years.

For applications submitted by the March 15 deadline, written notification of approval or rejection of the application will be made before April 1 to the student's parent/guardian and the resident district. If the district rejects an application for a student to option in or out, the district will provide notification by certified mail to the parent/guardian of the specific reasons for rejection including a description of services and accommodations required that the district does not have the capacity to provide, and the process for appealing the decision to the State Board of Education.

The board shall adopt standards and conditions for acceptance or rejection of a request for release of a resident student submitting an option application after March 15. Such standards shall not include the failure to meet the March 15 deadline. For those applications, the option district shall notify the parent/guardian and the resident district whether the application is accepted or rejected within sixty days after submission. False or substantively misleading information submitted by a parent/guardian on an application to an option district may be cause for the option district to reject a previously accepted application prior to the student's attendance.

The board shall adopt a resolution and publish its specific standards for acceptance and rejection of applications as an option school prior to October 15 of each school year for the next school year. Standards will conform to those set forth by state statute. These may include the capacity of a program, class, grade level, or school building.

Capacity for the district's special education services shall be determined on a case-by-case basis as determined by the Director of Special Education or designee. If the district receives an option enrollment application indicating the student has an individualized education program under the Individuals with Disabilities Education Act or may be eligible to receive special education or related services, it shall be evaluated to determine if the appropriate class, grade level, or school building in the district has the capacity to provide the student with the appropriate services and accommodations.

The standards shall not include previous academic achievement, athletic or other extracurricular ability, disabilities, proficiency in the English language, or previous disciplinary proceedings except as allowed by law.

An option district shall give first priority for enrollment to siblings of option students within the requirements of state statutes. The board shall follow statutes regarding the application of a student who relocates in a different district but wants to continue attending his or her original resident district or current option district.

Nonresident students not going through option enrollment may also be admitted under a contract with the student's resident district at the discretion of the superintendent upon application and payment of tuition as stated in the contract. The tuition rate shall be the current per-pupil cost of the school district as computed by the superintendent.

Students whose residency in the district ceases during a school year may continue attending school for the remainder of the school year without payment of tuition.

The district may choose to provide transportation to the option student in the same manner as for resident students and may choose whether or not to charge the parents of those option students a fee to recover the district's costs for the transportation. All option students who qualify for free lunches are eligible for either free transportation or the reimbursement of transportation costs from the school district as provided by state statute. Students receiving special education services shall receive transportation services as provided in the student's Individualized Education Plan.

**RESOLUTION 502.02.R1
2023-2024**

WHEREAS, the School Board is required by law to adopt by resolution policies and specific standards for acceptance or rejection of option enrollment applications; and,

WHEREAS, the School Board has received and reviewed evidence and information submitted by the administration and other sources and made determinations thereon with respect to the capacity of this school district to accept option enrollment students based upon available staff, available facilities, projected enrollment, and availability of special education programs; and,

WHEREAS, the School Board has determined that the educational interests of this school district would be best served by adoption of the resolution, and the policies and specific standards herein contained.

NOW, THEREFORE, BE IT RESOLVED that the Option Enrollment Policy presented to the School Board as Policy 502.02 and “Appendix 1” to such Policy 502.02, should be and the same are hereby adopted, and any previous policy or interpretation or application of the option enrollment program which is or has been inconsistent with the Policy 502.02, are repealed effective the date of the passage of this resolution,

BE IT FURTHER RESOLVED that all paragraphs, subparagraphs, and portions of words of this Resolution, of Policy 502.02, and “Appendix 1” to such Policy 502.02 are severable and that in the event any of the same are determined to be invalid for any reason, such determination shall not affect the validity of any of the remainder of the same.

BE IT FURTHER RESOLVED that policies and specific standards for acceptance or rejection of option enrollment applications should be and are hereby adopted, for applications filed for initial acceptance for the 2023-2024 school year, and are herein set forth:

A motion "To pass and adopt the aforementioned Resolution 502.02.R1," was made by:

Motion: _____

Second: _____

After discussion and on roll call vote, the following vote was recorded on the motion, "To pass and adopt the aforementioned Resolution 502.02.R1."

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

DATED this _____ day of _____, 2023.

By: _____
President

Attest: _____
Secretary

“Appendix 1” to Policy 502.02

The following is “Appendix 1” to policy 502.02 for the 2023-2024 school year. The Board of Education hereby sets forth the maximum enrollment that may be result from the acceptance of option-enrollment students for the 2023-2024 school year in any program, class, grade level or school building or in any special education programs operated by this school district, based on available staff, facilities, projected enrollment of resident students, projected number of students with which this school district will contract based on existing contractual arrangements, and availability of appropriate special education programs. **Any program, class, grade level, or school building that has “0” listed as the Maximum Enrollment Allowed Resulting From The Acceptance Of Option Enrollment Students is hereby declared to be at capacity by the Board of Education and is thereby closed to option enrollment for the specified year.**

Maximum Enrollment Allowed Resulting From The Acceptance Of Option-Enrollment Students					
Pre-Established Sections In Place Prior To Or At The Time Of Application					
Pre-Established Sections	1	2	Pre-Established Sections	1	2
Grade-Level / Program	Max. Enrollment		Grade-Span	Max. Enrollment	
Kindergarten	18	28	Kindergarten	18	28
First Grade	20	32	1 st Grade - 3 rd Grade	60	84
Second Grade	20	32			
Third Grade	20	32			
Fourth Grade	20	32	4 th Grade - 6 th Grade	60	84
Fifth Grade	20	32			
Sixth Grade	20	32			
Grades K-6: Special Education	Special education capacity will be determined on a case-by-case basis in accordance with state law and the available resources as determined by the District’s Director of Special Education or designee.				
Seventh Grade	25		7 th Grade - 8 th Grade	52	
Eighth Grade	25				
Ninth Grade	25		9 th Grade - 11 th Grade	84	
Tenth Grade	25				
Eleventh Grade	25				
Twelfth Grade	0				
Grades 7-11: Special Education	Special education capacity will be determined on a case-by-case basis in accordance with state law and the available resources as determined by the District’s Director of Special Education or designee.				
Grades 9-12: Credit Recovery	0				

WEAPONS

The board believes weapons and other dangerous objects and look-a-likes in school district facilities including concealed weapons cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on the school district premises or property within the jurisdiction of the school district.

Unless specifically herein exempted from said prohibition, the board prohibits the possession of weapons and other dangerous objects and look-a-likes by all persons on school district property or on property within the jurisdiction of the school district, or by students who are within the control of the school district.

Weapons and other dangerous objects and look-a-likes shall be taken from students and others who bring them onto the school district property or onto property within the jurisdiction of the school district, or from students who are within the control of the school district.

The term "dangerous object" shall include noxious or flammable material, fireworks, devices intended to administer an electric shock (tasers, electric batons, prods, or stun guns) chemical weapons (i.e. mace, pepper spray), martial arts weapons or other instruments including those which eject a projectile or substance of any kind, or any replica or facsimile of any of the above, whether functional or nonfunctional, whether designed for use as a weapon or for some other use.

Parents of students found to possess weapons or dangerous objects or look-a-likes on school property shall be notified of the incident. Confiscation of weapons or dangerous objects including concealed weapons shall be reported to the law enforcement officials, and students will be subject to disciplinary action including suspension or expulsion.

Students bringing firearms as defined in 18 U.S.C. 921 to school or knowingly possessing firearms including concealed firearms at school may be expelled for a period of not less than one year. Students bringing to school or possessing dangerous weapons, including firearms, will be referred to law enforcement authorities. The superintendent shall have the authority to recommend this expulsion requirement be modified for students on a case-by-case basis. For purposes of this portion of this policy, the term "firearm" includes, but is not limited to, any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poison gas.

Weapons or dangerous objects under the control of law enforcement officials shall be exempt from this policy. Firearms kept in a locked firearm rack that is on a motor vehicle or that are contained within a private vehicle operated by a nonstudent adult that are not loaded are also exempt. Firearms also may be possessed by a person for the purpose of using them, with the approval of the school, in a historical reenactment, in a hunter education program, or as part of an honor guard. The principal may allow authorized persons to display weapons or other dangerous objects or look-a-likes for educational purposes and must be kept in a designated location during the school day. Such a display shall also be exempt from this policy. It shall be the responsibility of the superintendent, in conjunction with the principal, to implement this policy.

Legal Reference: Neb. Statute 79-263
 Neb. Statute 28-1204.04
 Improving America's Schools Act of 1994, P.L. 103-382.
 18 U.S.C. § 921 (1994).
 McClain v. Lafayette County Bd. of Education, 673 F.2d
 106 (5th Cir. 1982).

Cross Reference: 505 Student Discipline
 508 Student Health and Well-Being

Approved Reviewed Revised: August 14, 2023

STUDENT ORGANIZATIONS

Secondary school student-initiated, noncurriculum-related groups and student curriculum-related groups, upon receiving permission from the principal, may use school facilities for group meetings during non-instructional time. Nothing in this policy shall contradict the federal Equal Access Act.

Non-instructional time shall mean any time before the first period of the day and after the last period of the day in which any student attends class. Meetings shall not interfere with the orderly conduct of the education program or other school district operations. It shall be within the discretion of the principal to determine whether the meetings will interfere with the orderly conduct of the education program or other school district operations. Activities relating to and part of the education program shall have priority over the activities of another organization.

Access by Federally Recognized Youth Organizations

The district shall, upon request, allow a representative of any federally recognized youth organization to provide (1) oral or written information to the students regarding that youth organization and how the organization furthers the educational interests and civic involvement of students in a manner consistent with good citizenship and (2) services and activities to any student who is a member of the organization. A federally recognized youth organization is one listed in 36 U.S.C. Subtitle II, Part B. Each requesting youth organization shall be permitted to provide such information, services, and activities at school at least once during each school year. Administrators shall make a good faith effort to select a date, time, and location for each requesting organization to provide such information, services, or activities that is mutually agreeable to the school district and to the organization, but all final decisions rest with the administration. Any such organization representative not employed by the district shall be subject to a background check at the organization's expense. Administrators may prohibit any organization representative convicted of a felony or otherwise presenting safety concerns as described in the district's Visitors to School Policy from being on the school grounds. Nothing in this section shall override or contradict the district's Parental Involvement Policy.

NON-FEDERALLY RECOGNIZED ORGANIZATIONS

Curriculum-Related Organizations

It shall also be the responsibility of the principal to determine whether a student group is curriculum-related. One or more of the following questions will be answered affirmatively if the group is curriculum-related:

- Is the subject matter of the group actually taught in a regularly offered course?
- Will the subject matter of the group soon be taught in a regularly offered course?
- Does the subject matter of the group concern the body of courses as a whole?
- Is participation in the group required for a particular course?
- Does participation in the group result in academic credit?

Secondary school curriculum-related student organizations may use the school district facilities for meetings and other purposes before and after the instructional school day. Employees shall be assigned to monitor approved meetings and may interact with curriculum-related organizations.

Noncurriculum-Related Organizations

Student-initiated, noncurriculum-related organizations shall be provided access to meeting space and school district facilities.

Only students may attend and participate in meetings of noncurriculum-related groups. Such attendance shall be strictly voluntary and student-initiated. As a means of determining whether a student's attendance is voluntary, the principal may require parental consent for the student to attend the meetings.

Legal Reference: Westside Community Board of Education v Mergens, 496
U.S. 226 (1990).
20 U.S.C. § 4071 et seq. – Denial of Equal Access
Prohibited

Cross Reference: 504 Student Rights and Responsibilities

Approved:

Reviewed:

Revised: August 14, 2023

CURRENT FEDERALLY RECOGNIZED ORGANIZATIONS FROM 36 U.S.C.
SUBTITLE II, PART B

Agricultural Hall of Fame
Air Force Sergeants Association
American Academy of Arts and Letters
American Chemical Society
American Council of Learned Societies
American Ex-Prisoners of War
American GI Forum of the United States
American Gold Star Mothers, Incorporated
American Historical Association
American Hospital of Paris
The American Legion
The American National Theater and Academy
The American Society of International Law
American Symphony Orchestra League
American War Mothers
AMVETS (American Veterans of World War II, Korea, and Vietnam)
Army and Navy Union of the United States of America
Aviation Hall of Fame
Big Brothers—Big Sisters of America
Blinded Veterans Association
Blue Star Mothers of America, Inc.
Board for Fundamental Education
Boy Scouts of America
Boys and Girls Clubs of America
Catholic War Veterans of the United States of America
Civil Air Patrol
Congressional Medal of Honor Society of the United States of America
Corporation for the Promotion of Rifle Practice and Firearms Safety
Daughters of Union Veterans of the Civil War 1861-65
Disabled American Veterans
82nd Airborne Division Association, Inc.
Fleet Reserve Association
Former Members of Congress
The Foundation of the Federal Bar Association
Frederick Douglass Memorial and Historical Association
Future Farmers of America
General Federation of Women's Clubs
Girl Scouts of the United States of America
Gold Star Wives of America
Italian American War Veterans of the United States
Jewish War Veterans of the United States of America
Jewish War Veterans, USA, National Memorial, Inc.

Korean War Veterans Association, Incorporated (forthcoming)
Ladies of the Grand Army of the Republic
Legion of Valor of the United States, Inc.
Little League Baseball, Inc.
Marine Corps League
The Military Chaplains Association of the United States of America
Military Order of the Purple Heart of the United States of America, Inc.
Military Order of the World Wars
National Academy of Public Administration
National Academy of Sciences
National Conference of State Societies, Washington, District of Columbia
National Conference on Citizenship
National Council on Radiation Protection and Measurements
National Education Association of the United States
National Fallen Firefighters Foundation
National Federation of Music Clubs
National Film Preservation Foundation
National Fund for Medical Education
National Mining Hall of Fame and Museum
National Music Council
National Recording Preservation Foundation
National Safety Council
Help America Vote Foundation
National Ski Patrol System, Inc.
National Society, Daughters of the American Colonists
The National Society of the Daughters of the American Revolution
National Society of the Sons of the American Revolution
National Tropical Botanical Garden
National Woman's Relief Corps, Auxiliary to the Grand Army of the Republic
The National Yeomen F
Naval Sea Cadet Corps
Navy Club of the United States of America
Navy Wives Clubs of America
Non Commissioned Officers Association of the United States of America, Inc.
Paralyzed Veterans of America
Pearl Harbor Survivors Association
Polish Legion of American Veterans, U.S.A.
Reserve Officers Association of the United States
Retired Enlisted Association, Inc.
Society of American Florists and Ornamental Horticulturists
Sons of Union Veterans of the Civil War
Theodore Roosevelt Association
369th Veterans' Association
United Service Organizations, Inc.
United States Capital Historical Society
United States Olympic Committee

United States Submarine Veterans of World War II
Veterans of Foreign Wars of the United States
Veterans of World War I of the United States of America, Inc.
Vietnam Veterans of America, Inc.
Women's Army Corps Veterans' Association

ADMINISTRATION OF NALOXONE (NARCAN)

In order to protect the health and safety of its students, staff and visitors, the district may provide, store, and administer doses of an opioid antagonist, specifically Naloxone, commonly known as Narcan, for emergency use to assist a student, staff member or other individual believed or suspected to be experiencing an opioid overdose at the school facilities.

Naloxone is a medication that can reverse an overdose caused by an opioid drug. Naloxone has no potential for abuse and is a non-narcotic and non-addicting prescription medication. Symptoms of an opioid drug overdose typically include:

- Slow and shallow, or stopped, breathing.
- Unresponsiveness or unconsciousness.
- Cold or clammy skin.
- Blue lips or fingertips.
- Snoring or gurgling sounds.

Procurement of Naloxone

The superintendent, principal, certified school nurse, or designee will be responsible for the procurement of naloxone. A health care provider shall prepare standing orders for administration of the Naloxone.

Storage

Naloxone will be clearly marked and stored in an unlocked storage cabinet in the nurse's office (or other designated area such as with AED). The school nurse will ensure that all other trained staff are aware of the naloxone storage location. Naloxone will be stored in accordance with the manufacturer's instructions to avoid extreme cold, heat and direct sunlight.

Use of Naloxone

Follow the protocol from the health care provider for the administration of naloxone for suspected opioid overdose. A person, if acting with reasonable care, who is in a position to assist a person who is apparently experiencing or who is likely to experience an opioid-related overdose may administer Naloxone without being subject to administrative action or criminal prosecution (Neb. statute 28-470).

Follow Up

After administration of naloxone, the person administering naloxone will report the incident to the building principal that same day. The district will establish procedures for notifying parents/guardians of any minors receiving Naloxone.

Legal Reference: Neb. Statute 28-470

Approved _____ Reviewed _____ Revised _____

BEHAVIORAL POINTS OF CONTACT

The Superintendent shall designate one or more school employees as a behavioral awareness point of contact for each school building. The point of contact may be an administrator, nurse, counselor, or other appropriate staff member. Each behavioral awareness point of contact shall be trained in behavioral awareness and have knowledge of community service providers and other resources that are available for the students and families in such school district.

The district shall maintain or have access to a registry of local mental health and counseling resources for the students and families. Each behavioral awareness point of contact shall coordinate access to support services for students whenever possible. If information for an external support service is provided to an individual minor student, school personnel shall notify a parent or guardian of the contact in writing unless such recommendation involves law enforcement or child protective services.

The Superintendent shall ensure that district employees who interact with students receive at least one hour of behavioral and mental health training with a focus on suicide awareness and prevention training each year.

The district shall annually report behavioral awareness points of contact to the Nebraska Department of Education when requested.

The points of contact will be listed in the student handbook and on the district website.

Approved _____ Reviewed _____ Revised _____

PART-TIME ENROLLMENT

The parent, guardian, or custodian of a student receiving instruction at a private, denominational or parochial school, or a school choosing not to meet accreditation or approval requirements may also enroll the student in the school district. The district's application form for part-time enrollment must be received by the Superintendent by August 1st preceeding the school year for the student to be considered for part-time enrollment.

The parent, guardian, or custodian requesting part-time enrollment for the student shall indicate the academic courses and extracurricular activities in which the student will participate. Considerations of educational appropriateness and district capacity limits that generally apply to option enrollment students will also apply to part-time students. Part-time students will not receive priority over full-time students.

A dual enrollment student is eligible to participate in the school district's academic and extracurricular activities in the same manner as other students enrolled in the school district to the extent allowed within NSAA regulations. The student must be enrolled in five credit hours at the district in a semester during the year. The policies and administrative rules of the school district shall apply to the part-time enrollment students in the same manner as the other students enrolled the school district. These policies and administrative rules shall include, but not be limited to, athletic eligibility requirements, rules governing student conduct, academic eligibility requirements, and payment of the fees required for participation. Full-time and part-time students shall have the same opportunities and expectations to participate in extracurricular activities regardless of full- or part-time status.

It shall be the responsibility of the superintendent to develop administrative regulations as needed regarding deadlines, specific courses or activities approved, restrictions of classroom space, maximum or minimum course number limitations and other procedures for this policy.

Legal Reference: Neb. Statute 79-2,136

Cross Reference: 502 Student Admissions
 504 Student Rights and Responsibilities
 505 Student Discipline
 506 Student Activities
 508 Student Health and Well-Being
 611 Academic Achievement

STUDENT USE OF ARTIFICIAL INTELLIGENCE

The Board of Education acknowledges that artificial intelligence continues to emerge as a resource that may assist students with future technology and different wants of learning. However, artificial intelligence also poses a challenge to delineate the responsible use of artificial intelligence with student plagiarism. As a result, the Board of Education adopts this Policy to specifically address how the District will address academic honesty and integrity regarding a student's use of artificial intelligence/

Permissible Uses of Artificial Intelligence in School Assignments

Students may use artificial intelligence or related platforms when any of the following occurs:

1. The student receives advance permission from the teacher for the given assignment or project; or
2. The teacher's classroom rules or expectations established artificial intelligence as a permissible resource for students to access.

Any student with questions about the use of artificial intelligence should contact their teacher in advance of using artificial intelligence to assist with any assignment. It is the responsibility of each student to understand the permissible use (if any) of artificial intelligence in a given class or a particular assignment. Students must be fully forthright and honest about their use of artificial intelligence to assist with any school assignment.

Impermissible Uses of Artificial Intelligence in School Assignments

Unless otherwise permitted by this Policy, students may not use artificial intelligence or related platforms to assist or complete any assignment, project, test, or other school-related task. The impermissible use of artificial intelligence may subject the student to discipline in accordance with the District's plagiarism policy and academic dishonesty rules.

Approved _____ Reviewed _____ Revised _____

GRADUATION REQUIREMENTS

Students must successfully complete the courses required by the board and the Nebraska Department of Education in order to graduate.

It shall be the responsibility of the superintendent to ensure that students complete grades one through twelve and that high school students complete credits prior to graduation. The following credits will be required:

Language Arts	40 credit hours
Science	30 credit hours
Mathematics	30 credit hours
Social Studies	30 credit hours
Physical Education	10 credit hours
Health	5 credit hours
Financial Literacy	5 credit hours
Computer Applications	5 credit hours
Speech	5 credit hours
Fine Arts	5 credit hours

Total Required Hours for Graduation 230 credit hours

The required courses of study will be reviewed by the board annually.

Course Credit For Nine Weeks Grading Period

Students who receive credit from Heartland High School, or accredited institutions, for course work completed during a nine weeks grading period, will be given credit at one half of the full credits given for the semester. The credits given for the nine weeks may be allowed to meet the requirements for high school level courses and recorded on the student's transcript. Final determination will be made by the school administration.

Special Education Students

Graduation requirements for special education students will be in accordance with the prescribed course of study as described in their Individualized Education Program (IEP). Each student's IEP will include a statement of the projected date of graduation at least 18 months in advance of the projected date and the criteria to be used in determining whether graduation will occur. Prior to the special education student's graduation, the IEP team shall determine whether the graduation criteria have been met.

Approved

Reviewed

Revised: August 14, 2023

FOSTER CARE TRANSPORTATION PLAN

Upon notification of any foster care student locating to the district whose school of origin is in a different district, administrators will work with the local area social services agency to determine appropriate procedures for transportation provisions, arrangements, and funding for the duration of that student's time in local foster care.

These procedures shall ensure that the student in foster care who needs transportation to the originating district promptly receives it in a cost-effective manner and if there are additional costs incurred in providing transportation to the school of origin, the school district will provide transportation if:

1. The local agency agrees to reimburse the school district;
2. The school district agrees to pay the costs; or
3. The school district and the local agency agree to share the costs.

The district's Foster Care Point of Contact is as follows:

Name and/or Title: _____

Address: _____

Telephone No.: _____

The district will post the Foster Care Point of Contact information on its website and provide that information to the local area social services agency when notified of students in district foster care custody.

STUDENT FEES

The board realizes some activities may require additional expenditures which are properly to be borne by students as a separate charge. Such charges may be waived as specified below depending upon the student's eligibility for the free and reduced-price lunch program. No fees, specialized or non-specialized attire or equipment shall be required of students outside this policy. This policy does not apply to tuition payments by nonresident students.

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

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

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

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

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

Waivers shall be provided to students who qualify for free or reduced-price lunches for fees, specialized equipment and specialized attire required for participation in extracurricular activities.

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

- Participation in extracurricular activities;
- Postsecondary education costs; and
- Summer school or night school.

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

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

1. Any non-specialized clothing required for specified courses and activities;
2. Any personal or consumable items a student will be required to furnish for specified activities; and
3. Any specialized equipment or specialized attire which a student will be required to provide for any extracurricular activity, including extracurricular music courses.

The superintendent shall also distribute any regulations authorizing and governing the following areas:

1. All fees to be collected within the nine numbered areas of the third paragraph of this policy;
2. Any other types of specialized equipment or attire to be provided by all students in the nine numbered areas of the third paragraph of this policy;
3. Procedures and forms for students or parent/guardians to apply for waivers under this policy;
4. Deadlines for waivers for all types of fees;
5. Procedures *[to avoid the direct handling of fees; for the handling of fees]* for students receiving postsecondary education credits;
6. Procedures for handling of fees related to summer school or night school; and
7. Attendance requirements and procedures in connection with evening, weekend or summer use of facilities related to all extracurricular activities to avoid conflict with this policy.

The maximum dollar amount of each fee must be specified as part of this policy.

Public concerns or complaints regarding required fees, attire or equipment shall be addressed under Policy 1005.01, Public Complaints.

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

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

Cross Reference: 505.05 Fines for Lost or Damaged Items
 506 Student Activities
 507.01 Student Records Access
 801 Transportation
 802.05 Free or Reduced Cost Meals Eligibility
 1005.01 Public Complaints

PARENTAL AND FAMILY INVOLVEMENT IN THE SCHOOLS

It is the policy of the district to provide full access to the parent and family members of any student of the district to review textbooks, tests, curriculum and instructional materials, records of a student of any such parent, unless otherwise prohibited by law, and to any surveys of students done by the school district. Summary information regarding the district's curriculum, testing, and surveys will be provided at the beginning of each school year. Requests for access to specific instructional materials should be addressed to the teacher or building principal.

Requests by parents and family members to attend and monitor courses, assemblies, counseling sessions and other instructional activities shall also be made to the building principal or teacher. While requests to monitor are usually granted, if the request is denied, reasons for the denial will be provided.

It is the policy of the district to provide as consistent an experience as possible in all classroom instruction, testing, surveys, and other school experiences. It is the policy of the district not to excuse students from classroom instruction, testing, and other school experiences unless an objection is submitted to the building principal or teacher outlining the specific experience, the basis for the objection and a proposed solution for dealing with the objection that would be satisfactory to the parent and family members.

The request for the student to be excused will be reviewed by the building principal and a decision provided to the parents and family members. While verbal objections and decisions are valid, written followup to verbal communications is required from the parent and family members, and the principal. If a student is excused from the requested activity no penalty will be assessed but an agreed upon alternative activity must be performed to the satisfaction of the teacher and principal.

It is the policy of the district to use only testing methods and testing instruments that are not of an experimental nature and to avoid using any testing materials or testing techniques that are not generally recognized by educational professionals to be within sound educational standards and both educationally and academically appropriate. It is the policy of the district to notify parents and family members of any standardized testing that may be scheduled within the school district.

It is the policy of the district to notify parents and family members of any survey which may be scheduled and to conduct student surveys judiciously, with full consideration of the fact that parents and family members may find items of the survey objectionable.

The following activities will also be included in the board's plan for parental and family involvement:

1. The board will involve parents and family members in the development of the Title I plan, the process for school review of the plan and the process for improvement;
2. The board will provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental and family involvement activities to improve student academic achievement and school performance;
3. The board will build the schools' and parents' and family members' capacity for strong parental and family involvement;
4. The board will coordinate and integrate parental and family involvement strategies under Title I with other programs such as Head Start, Reading First, etc.;
5. The board will conduct with the involvement of parents and family members, an annual evaluation of the content and effectiveness of the parental and family involvement policy in improving the academic quality of the school served including identifying barriers to greater participation by parents and family members in Title I activities (with particular attention to parents and families who have low income, Limited English Proficient (LEP), minorities, disabilities and low literacy) and use the findings of the evaluation to design strategies for more effective parental and family involvement and to revise, as necessary, the parental and family involvement policies; and
6. The board will involve parents and family members in Title I activities.

The parent and family members or guardian of a student may have access to that student's records during normal business hours of the district according to Policy 507.01 Student Records Access.

This policy is adopted following a public hearing to receive public comments and suggestions.

Legal Reference: Neb. Statute 79-530 to 533
 No Child Left Behind, Title I, Sec. 1118, P.L. 107-110

Cross Reference: 507.01 Student Records Access
 606.03 Objection to Instructional Materials
 610.02 Test or Assessment Administration
 611.01 Student Progress Reports
 611.04 Parent Conferences
 1002. District Annual Report
 1005.01 Public Complaints

BULLYING PREVENTION

The board recognizes the negative impact that bullying has on student health, welfare, safety, and the school's learning environment and prohibits such behavior. Bullying is defined as 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 his or her designee, at a designated school bus stop, or at school-sponsored activities or school-sponsored athletic events.

Bullying may constitute grounds for detention, suspension, expulsion or mandatory reassignment, subject to state and federal statutes and the district's student discipline and due process procedures.

It shall be the responsibility of the superintendent to implement appropriate programs or procedures for the purpose of educating students regarding bullying prevention.

This policy shall be reviewed annually.

Legal Reference: Neb. Statute 79-2,137

Cross Reference: 505 Student Discipline

Approved _____ Reviewed _____ Revised _____

Meal Price Recommendations

23 - 24 Recommended Meal Prices

Breakfast

K-6: \$1.95

7-12: \$1.95

Lunch

K-6: \$3.10

7-12: \$3.25

2nd Entrée: \$1.00

Extra Milk

\$0.50

22-23 Meal Prices

Breakfast

K-6: \$1.95

7-12: \$1.95

Lunch

K-6: \$3.10

7-12: \$3.25

2nd Entrée: \$1.00

Extra Milk

\$0.45

23-24 PROPOSED

Activities Admission Prices

Event Admission

Students (K-12)	\$5.00
Adults	\$6.00
Seniors (65+)	\$2.00
Jr. High Events	FREE

Maximum Family Cost per event \$20

Admission Prices and Maximum Family Costs set by HCS do not apply to Conference or NSAA events – those rates are set and required to be charged by the Conference and/or NSAA.

Yearly Passes

Family	\$180
Single Adults	\$75
Students (K-12)	\$50

Activities Admission prices currently recommended for 23-24 represent no change/increase from the prices set for 22-23.

2022 – 2023

Activities Admission Prices

Event Admission

Students (K-12)	\$5.00
Adults	\$6.00
Seniors (65+)	\$2.00
Jr. High Events	FREE

Maximum Family Cost per event \$20

Admission Prices and Maximum Family Costs set by HCS do not apply to Conference or NSAA events – those rates are set and required to be charged by the Conference and/or NSAA.

Yearly Passes

Family	\$180
Single Adults	\$75
Students (K-12)	\$50

HEARTLAND COMMUNITY SCHOOLS

**ELEMENTARY STUDENT-PARENT
HANDBOOK**

2023 - 2024



Heartland Community Schools

1501 Front St.
Henderson, Nebraska 68371
(402) 723-4434

STUDENT - PARENT HANDBOOK OF HEARTLAND COMMUNITY SCHOOLS 2023 - 2024

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**Heartland Community Schools Student-Parent Handbook
2023 - 2024 School Year
Forward**

Section I Intent of Handbook

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

Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise during any school day, or school year. This handbook does not create a “contract.” The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to assure the well-being of all students and the educational program. The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies, and state and federal statutes and regulations.

Section 1 Members of the Board of Education

Name
Gary Braun, President
Lacey Gloystein, Vice President
Tammy Ott, Secretary
Jenn Hiebner
Ryan Goertzen
Tyler Newton

Section 2 Administrative Staff

Name	Position	Contact Information
Jeremy Klein	Superintendent	jklein@heartlandschools.net
Tim Carr	Secondary Principal	tcarr@heartlandschools.net
Dana Reinke	Elementary Principal	dreinke@heartlandschools.net

SCHOOL PERSONNEL - PK- 6 FACULTY

CERTIFIED STAFF

Kasey Blase	Second Grade
Cami Buller	Preschool
Jennifer Buller	Resource
Stephanie Buzek	Technology Coordinator
Jenifer Dillon	First Grade
Kelsey Gooder	Art
Lynn Hall	Vocal Music
Andrea Happel	Third Grade
Kim Hiebner	Fourth Grade
Sydni Kunc	Resource
Christa Lindsay	Sixth Grade
Tara Maltsberger	Fifth Grade
Gina Mestl	Media Specialist
James McCartney	Fourth Grade Keyboarding
Michelle Naber	Third Grade
Paige Peters	First Grade / Fifth / Sixth Grade
Tami Peters	Title One
Anne Regier	Kindergarten
Royce Schweitzer	Instrumental Music
Kelsey Vnoucek	Guidance Counselor
Sherry Thiesen	Kindergarten
	Physical Education
Katie Waegli	Fifth / Sixth Grade Science / Math Interventions
Deb Wilhelm	Speech Pathologist

CERTIFIED STAFF

Charlotte Greenwall, Tammy Ott, Janet May

MAINTENANCE

Matt Quiring, Randy Wilhelm

COOKS

Valorie Quiring, Michelle Goertzen, Laini Meyer, Lindsay Mierau

PARA EDUCATORS

Connie Bechtel, Jolene Campbell, Ronda Duerksen, Teresa Friesen, Cheyenne Hiebner, Amy Jahnke, Mary Hiebner, Karen Kroeker, Lori Loughman, Michelle McClelland, Angie McCormick, Lindsay Mierau, Carol Nissen, Valerie Scheil, Marcee van den Berg

HEARTLAND COMMUNITY SCHOOLS 2023 - 2024 SCHOOL CALENDAR

August 2023						
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		

September 2023						
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

October 2023						
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				

November 2023						
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		

December 2023						
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						

Aug. 11	New Teacher Orientation
Aug. 14-16	Teacher Inservice
Aug. 17	K-12 Classes Begin (11:40 Dismissal)
Sept. 4	No School - Labor Day
Sept. 11	No School - Professional Development
Oct. 9	No School - Professional Development
Oct. 9	PTC 4:30 PM - 8:30 PM
Oct. 12	PTC 4:30 PM - 8:30 PM
Oct. 19	Last Day - 1st Quarter
Oct. 20	No School - Fall Break
Oct. 23	First Day - 2nd Quarter
Nov. 6	No School - Professional Development
Nov. 22-24	No School - Thanksgiving Break
Dec. 22	Last Day - 1st Semester
Dec. 23-27	NSAA Moratorium
Dec. 25-29	No School - Holiday Break

Jan. 1 - 3	No School - Holiday Break
Jan. 4 - 5	No School - Professional Development
Jan. 8	Classes Resume / 1st Day - 2nd Semester
Feb. 9	No School
Mar. 1	No School - Professional Development
Mar. 4	PTC 4:30 PM - 8:30 PM
Mar. 5	PTC 4:30 PM - 8:30 PM
Mar. 6	Last Day - 3rd Quarter
Mar. 7	No School - Professional Development
Mar. 8	No School - Winter Break
Mar. 11	First Day - 4th Quarter
Mar. 29	No School - Spring Break
Apr. 1	No School - Spring Break
Apr. 9	No School - Staff Workday (HS Track Invite)
May 1	Seniors' Last Day
May 5	Graduation
May 17	Last Day - 2nd Semester (11:30 Dismissal)

January 2024						
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			

February 2024						
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		

March 2024						
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						

April 2024						
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				

May 2024						
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	

 Beginning/End of Term
 No School - Professional Development
 No School - Break
 Parent-Teacher Conferences
 Early Dismissal
 Event
 NSAA Moratorium
 Curriculum Development

1st Quarter	43	Student Days
	49	Teacher Days
2nd Quarter	41	Student Days
	42	Teacher Days
3rd Quarter	41	Student Days
	45	Teacher Days
4th Quarter	47	Student Days
	49	Teacher Days
1st Semester	84	Student Days
	91	Teacher Days
2nd Semester	88	Student Days
	94	Teacher Days
School Year	172	Student Days
	185	Teacher Days

Additional days for students and/or staff will be added to the end of the year if it is determined to be necessary.

NSAA DATES	
Start of Fall Practices	Aug. 7
District Golf	Oct. 2-3
State Golf	Oct. 9-10
State Football 1st Rd.	Oct. 19
State Volleyball	Nov. 1-2-3-4
Start of Winter Practices	Nov. 13
District One-Act	Week of Nov. 27
NSAA Moratorium	Dec. 23-24-25-26-27
Girls State Basketball	Feb. 28-Mar. 2
Boys State Basketball	Mar. 6-9
Start of Spring Practices	Feb. 26
District Music	Week of Apr. 15
District Track	May 9
District Golf	May 13-14
State Track	May 17-18
State Golf	May 21-22



Heartland Community Schools
1501 Front Street
Henderson, NE 68371
Phone: 402-723-4434
www.heartlandschools.org

Amendment: changes day of no school from Thursday, April 11th to Tuesday, April 9th. Nebraska FBLLA changed their 5-year calendar causing us to move the date of our HS track meet to Tuesday, April 9th.

Article 1

– Mission and Goals

Section 1 School Mission Statement

Welcome to Heartland Community Schools. The Board of Education, administration and staff are dedicated to educating all students by providing challenging opportunities to learn according to individual needs.

Section 2 Goals and Objectives

The goals and objectives of the Heartland Community Schools are to provide:

1. A curriculum that is based on state standards; comprehensive, coordinated, and sequential and is directed toward locally approved goals and standards for student learning. It draws upon research, best practice, and reputable theory and provides the foundation for standards based instruction. The instructional program focuses on achievement and provides for the diverse learning needs of all students including learners with disabilities and high ability learners. Curriculum and instruction help students develop content and skill mastery, analytical thinking, problem solving, work ethics, creativity, and respect for diversity.
2. An instructional program that focuses on achievement and provides for the needs of all students including learners with disabilities and high ability learners. It draws upon research, best practice, and reputable theory broad enough yet with sufficient depth to allow education for all of the students.
3. Assessment procedures and results that assist teachers in planning and providing appropriate instruction for all students. Assessment results also provide information for monitoring program success, and for reporting to parents, policy makers, and the community. The school periodically reviews procedures to improve assessment quality and increase student learning. The information assists schools in establishing and achieving improvement goals.
4. A library/media/technology program that provides a wide range of accessible print and electronic resources that expand opportunity for learning, contribute to information literacy, support the local curriculum, and enhance and enrich learning experiences for all students. The program provides materials through onsite and electronic access that complement, supplement, and enrich curriculum and instruction. It facilitates research, supports and encourages personal interest in reading and the study of current events, and develops technological and other skills for accessing, evaluating, and using resources.
5. Instructional staff who have appropriate training and preparation to work with the students assigned to them, who are knowledgeable of principles of child growth and development and of the curriculum content for which they are responsible, who use teaching strategies that engage students actively in learning, and who help students understand and apply content across subject areas. Staff development activities that support the school's efforts in curriculum development, instructional improvement, assessment, and general school improvement to achieve school improvement goals.
6. Administration that exercises leadership in the development and implementation of school goals and policies. Administrators who demonstrate leadership in

management and operation of the school system and in the improvement of curriculum and instruction. Building administrators who provide leadership to curriculum, instruction, assessment, and school improvement. They guide staff and students in achieving goals and fulfill other functions supportive of quality learning.

7. A systematic ongoing process that guides planning, implementation, and evaluation and renewal of school improvement activities to meet local and statewide goals and priorities. The school improvement process focuses on improving student learning. The process includes a periodic review by visiting educators who provide consultation to the school/community in continued accomplishment of plans and goals.
8. A school system that demonstrates accountability to the school community. School staff periodically assesses and reports student progress toward accomplishment of academic content standards. Results are used to plan and make needed changes to improve instruction for all students.
9. School facilities and a general environment that supports quality learning. Facilities and grounds are safe, orderly, and well maintained, and facilities that have adequate space, lighting, and furnishings. The system has plans or provisions for climate-controlled buildings to the extent feasible. The environment is emotionally safe and supportive and promotes respect, trust, and integrity.
10. A Board of Education that governs through orderly procedures which focus efforts of the school upon quality learning, result in equitable opportunities for learning for all students, and insure accountability to the local community.
11. An activities program that is scheduled outside the regular school day, focuses on active participation of all students involved in the activity, and promotes a positive image of the school and community.
12. A welcoming environment for parents and the community.

Section 3 Mutual Respect

Heartland Community Schools expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of students 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, disciplinary actions. Those procedures should be used where applicable.

1. Complaint procedure
 - Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.
 - Step 2. Address the concern to the Principal if the matter is not resolved at Step 1.
 - Step 3. Address the concern to the Superintendent if the matter is not resolved at Step 2.
 - Step 4. Address the concern to the Board of Education if the matter is not resolved at Step 3.
2. 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

Section 1 Daily Schedule

Opening Bell	8:15 a.m.	Closing Bell	3:28 p.m.
--------------	-----------	--------------	-----------

Section 2 Shortened Schedule

Opening Bell	10:00 a.m.	Closing Bell	3:28 p.m.
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Section 3 Severe Weather and School Cancellations

The Superintendent may close public schools in case of severe weather. Representatives of the Superintendent's staff will notify local news media when inclement weather warrants such action. The information is broadcast regularly by radio and television stations. The school will also attempt to call all parents through the School Reach Calling Program.

Decision to Close Schools. A decision to close school is made when forecasts by the weather service, law enforcement advisories or civil defense officials indicate that it would be unwise to hold school. If possible, a decision about the next school day will be made by 9 p.m. for announcement during the 10 p.m. news. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, **an announcement will be made to the news media when schools will be closed.** In some instances, schools will be open, but certain services may be cancelled (bus transportation, preschool, student activities, etc.).

After School Starts. Every attempt will be made to avoid closing school once classes are in session. In some instances closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases as much advance notice as possible will be given to parents. If school is closed during the day the notice will be broadcast by the media. **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. **School officials are not permitted to release students from the school building during a tornado warning.** Tornado safety procedures are practiced regularly by students and staff members. Also, parents are urged not to call radio and television stations and school buildings during severe weather.

Emergency Conditions. The school has a signal which, when activated, 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. There are plans for Emergency Exit system, Tornado Warning System, and Critical Incident Response.

Section 4 Open-Closed Campus

All students are required to remain on campus during the school day, students are allowed to leave campus with written parent permission.

Section 5 Supervision Responsibility Before/After School

Arrival at School/Dismissal From School

Students are expected to arrive at school no more than 15 to 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 not be permitted to enter early unless students are eating breakfast, the Principal determines it to be necessary due to inclement weather or other factors. Students are to enter through their assigned entrance and proceed to designated areas.

Students will be dismissed at the end of the last period of the school day unless there are other circumstances (early dismissal, detention etc.). Upon dismissal, students must leave the school grounds and proceed home or to a previously designated location unless participating in a school-sponsored activity. **The school is not responsible for supervision of students once the students are to have left school grounds.**

Certain days on the calendar are “shortened days,” meaning that the school day starts or ends other than on the normal schedule. Parents are strongly encouraged to be aware of those days so their children are not left in an unsupervised situation or without a means to get home upon dismissal.

Pick Up and Drop Off Safely

Students will unload from busses in the morning directly in front of the school near the front entry of the school.

Students will board busses only to the west of the front entry of the school.

Students may board other vehicles only when they are parked to the east of the front entry away from the busses. Parents need to pull up to the side of the circle drive closest to the school building to avoid having children cross the circle drive.

All students needing to cross the driveway need to use the crosswalk. It is assumed by the school that either parent or either parent's designee may pick up a child after school, unless a court order that specifically prohibits an individual from picking up a child is on file in the school office.

Signing a Child In and Out of School

Parents or guardians are required to sign their children in and/or out of school if they are entering after their first class or leaving prior to their final class. The parent or guardian must report to the main office for this purpose. The sheet for signing a child in and/or out of school is located on the front counter. If a child is being signed out, the school secretary will call the appropriate classroom and indicate to the teacher that the child is leaving. Parents are not to go directly to the classrooms. The schools will only release children to adults designated by the parent on the emergency contact list.

If there is a special circumstance, such as a court order limiting access to a student by a parent or guardian, affecting who a student can be released to, the parent must inform the Principal and provide the Principal with a copy of that order to maintain on file at the school.

Supervision at Dismissal

Parents or guardians of children in grades Pre-K to 6, where the child does not use district-provided transportation after dismissal, may request the school or program not release the child to walk home after dismissal unless the child is released to the parent or legal guardian or an escort designated by the parent or guardian. The parent or guardian may designate up to two (2) escorts. Parents or guardians requesting their children only be released to the parent or guardian or a designated escort after dismissal must submit a completed written request with the Principal to this effect.

Students who leave before the end of the day are to be signed out by a parent or guardian or an escort designated by the parent or guardian.

Emergency Closing Procedures

Parents are requested to provide an emergency contact telephone number to have on file in the event of an emergency closing or any other general or individual situation that requires the immediate presence of a parent/guardian. In the event that parents do not have such a number or cannot be contacted, it will be assumed that the parent has instructed their children concerning the procedure they are to follow should school be dismissed early. Realizing that the school might be unable to reach all parents, it is suggested that all children be advised as to what they are to do should they ever be dismissed early. It is recommended that parents give their children an alternate destination and that the building principal be made aware of this information.

If conditions allow and supervision is available in the event of an early dismissal, the child will be held in school until the normal dismissal time. If the parent or guardian has not arrived to pick up the child by the normal dismissal time, law enforcement or child protective services may be contacted to ensure the safety of the child.

Article 3 - Use of Building and Ground

Section 1 Visitors

All visitors must report to the office upon entering the main entrance, to sign in and receive a visitor's pass. Parents are asked to postpone their visits to school until after the first three weeks to ensure a smooth transition. Visitations by parents should be kept to an hour and a half in length, and cleared 24 hours in advance with the principal. Visits by parents to classrooms are encouraged; provided the visits do not disrupt the educational program, individual students, or create a safety concern.

Students who wish to have friends or family visit during the school day may do so provided the principal's office has been notified a minimum of 24 hours prior to the visit. Additionally, a student will only be allowed to visit during lunch and/or recess.

Parties, Gifts and Treats

During the school year some holidays will be recognized. "Room parents" will be selected to bring treats and/or set up activities for the class.

Party invitations will not be distributed at school unless the entire group is included. Children will be allowed to bring a simple treat for their classmates on their own birthdays.

School board policy says that students and their parents will be discouraged from the routine presentation of gifts to district employees on special occasions. Where a student feels a spontaneous desire to present a gift to a staff member, the gift will not be elaborate or unduly expensive. The Board shall consider as always welcome and in most circumstances more appropriate, the writing of letters to staff members expressing gratitude or appreciation.

The provisions herein shall not be interpreted as intending to discourage acts of generosity in unusual situations.

Pets

Parents are responsible for obtaining specific prior approval from the principal before pets or animals may be brought to school.

Section 2 Smoke-Free Environment

All of our school buildings and grounds are smoke 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.

Section 3 Care of School Property

1. 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 on books according to the following criteria:

Lost Book:	Replacement cost
Missing one or both covers:	Same as lost book
Loose Cover:	\$1.00
Missing Page:	50 cents per page (up to replacement cost)
Torn Page:	20 cents per page (up to replacement cost)
Marks that cannot be erased:	20 cents per mark (up to replacement cost)

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

Section 4 Lockers

Each student will be assigned a locker. Students must use their own lockers and are not to share lockers with other students except as assigned by school officials. We recommend that the locker be locked with a combination lock. Students may turn in an extra key to homeroom teachers if they choose to use a key lock. Students are expected to keep all books, etc., in their assigned locker. Students are also responsible for the cleanliness inside their locker and the door of their locker. Students may be assessed a fine for damage to lockers.

Section 5 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 or items placed in or on school property, including student vehicles parked on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers and other such property may be conducted 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.
- 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.

3. Items which have been or are reasonably expected to be used to disrupt or interfere with the educational process (that is, “nuisance items”) may be removed from student possession.

Section 6 Video Surveillance

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

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

Section 7 Use of Telephone

USE OF THE OFFICE PHONE WILL ONLY BE ALLOWED IN AN EMERGENCY OR WHEN A STUDENT IS ILL. There is a courtesy phone available for student use. The courtesy phone is NOT to be used during class time. Use of the phone is not an excuse to be tardy to class.

Section 8 Bicycles and Other Wheeled-Forms of Transportation

Bicycles and other wheeled-forms of transportation must be parked in the racks provided. All should be equipped with locks. The school is not responsible for damage or theft of parts while such forms of transportation are on school property. Students are to walk their bikes and other forms of wheeled-transportation once arriving to the circle drive and front of the school.

Section 9 Student Valuables

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

Section 10 Lost and Found

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

Section 11 Accidents

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

Section 12 Laboratory Safety Glasses

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

Section 13 Insurance

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

Section 14 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. Posters are not to be attached to any painted wall surfaces. Place posters on marble, glass, metal, brick and wood. The person or organization responsible for distributing the posters is responsible to see that all posters are removed within 48 hours after the event.

Section 15 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 a 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.

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 staff is responsible for assisting in the enforcement of the rules and regulations. Students and parents are responsible for developing behaviors which will result in regular and punctual student attendance.

Section 2 Attendance and Absences

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

1. Excused Absences. Absences should be cleared through the Principal's office in advance whenever possible. An absence or tardy, even by parental approval, may not be excused. All absences, except for illness and/or death in the family, require advance approval. An absence for any of the following reasons will be excused, provided the required procedures have been followed:
 - a. Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents).
 - b. Illness which causes a student to be absent from school.
 - c. Doctor or dental appointment which require student to be absent from school.
 - d. Court appearances that are required by a court order and the student is not responsible for needing to be in court.
 - e. School sponsored activities which require students to be absent from school.
 - f. Family trips in which student accompanies parent(s)/legal guardian(s).
 - g. Other absences which have received prior approval from the Principal.

The Principal has the discretion to deny approval for the latter two (2) reasons, depending on circumstances such as the student's absence record, the student's academic status, the tests or other projects which may be missed, and in the case of a family trip, whether the trip could be taken during non-school time and the educational nature of the trip.

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

Tardy to School. Students will be considered tardy to school if they are not seated in their assigned class or ready and attentive in their assigned area when the bell rings at 8:15 a.m.

Leaving School or Class. Students who leave school for any reason during the school day must check out at the office before leaving. Students leaving school must be cleared in advance by a note or phone call from the student's parent or legal guardian. When a student is leaving school for a planned absence, students will remain in their classroom until his/her ride has arrived at school. The office staff will call the classroom upon arrival and the student will be sent to the front office. Upon returning to school that same day, students can report to the office prior to reporting to their classroom.

Anytime a student leaves the school during the school day for any reason, the person picking them up must enter the building to check the student(s) out.

Section 3 Absence Procedures

A student will not be allowed to enter class after an absence until an admit slip, based upon a written or verbal parental excuse, or a conditional admit slip, is issued by the Principal's office. A conditional admit slip, good for two (2) days, may be issued to allow time to bring an excuse, in case no excuse has been provided upon returning to school. Work must be made up within the time allowed on the admit slip. A student is considered absent if he/she has not arrived by 8:30 a.m. Teachers will keep a log entry of student arrivals and dismissals. If the student is present 90 minutes, during one half of the day, the student will be marked present for a half day. Once a student reaches an amount equivalent to a half or full day absence the absence will be assigned.

Section 4 Make-up Work

Written make-up work may be assigned for each day missed regardless of the type of absence. If make-up work is not completed, students will receive no credit for the work required. The time each student is allowed will be determined by the teacher.

The student has the responsibility to contact teachers, initially, regarding make-up assignments. Assignment sheets will be sent only for extended absences. Generally, assignment sheets will not be sent out until after three (3) days of absence. If the parents or students have concerns prior to the three (3) days, they are encouraged to contact the teacher.

For excused absences, two school days will be allowed to make up the work for each day missed with a maximum of ten (10) days allowed to complete make up work. If requested, assignment sheets will be prepared for students who are ill. If parents or students request assignment sheets the school should be contacted by no later than 10:00 a.m.

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

Section 5 Attendance is Required to Participate in Activities

The common sense policy in regard to school attendance and practice or participation in after school and evening activities and programs is adhered to at Heartland Community Schools. A student is not allowed to practice, compete, or participate on a day he/she is unable to be in school attendance from 11:35 AM - 3:30 PM because of an illness or unexcused absence unless participation is approved by the administration.

Section 6 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 trancies may include disciplinary action up to expulsion and referral to the county attorney for compulsory attendance violations.

Reporting and Responding to Truant Behavior. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child age six (6) to eighteen (18) to attend school regularly without lawful reason, shall within three days report such violation to the Superintendent. The Superintendent shall immediately cause an investigation into any such report to be made. The Superintendent shall also investigate any case when, based on the Superintendent's personal knowledge or based on a report or complaint from any resident of the district, the Superintendent believes that any child is unlawfully absent from school. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to remediate the child's truant behavior.

Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:

1. One or more meetings shall be held between a school attendance officer, school social worker, or other person designated by the school administration and the parent/guardian and the student to report and attempt to solve the truancy problem. If the parent/guardian refuses to participate in such meeting, the principal shall place in the student's attendance records documentation of such refusal.
2. Educational counseling to determine whether curriculum changes, including but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child.
3. Educational evaluation, which may include a psychological evaluation, to assist in determining the specific condition, if any, contributing to the truancy problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.
4. Investigation of the truancy problem by the school social worker, or if such school does not have a school social worker, another person designated by the administration to identify conditions which may be contributing to the truancy problem. If services for the child and his or her family are determined to be needed, the person performing the investigation shall meet with the parent/guardian and the child to discuss any referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the truancy problem.

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.

Article 5 - Scholastic Achievement

Section 1 Grading System

Students will receive letter grades on report cards and transcripts. The following scale will be used to assign letter grades and a grade point average from a percent:

<u>ELEMENTARY GRADING SYSTEM</u>					
A+	98-100	4.00	C+	82-84	2.33
A	95-97	4.00	C	80-81	2.00
A-	93-94	3.67	C-	78-79	1.67
B+	90-92	3.33	D+	75-77	1.33
B	87-89	3.00	D	72-74	1.00
B-	85-86	2.67	D-	70-71	.67

E	Excellent
S	Satisfactory Work
N	Needs Improvement

Each teacher will define the grading procedures to be used in their classes.

Homework

Homework is an important part of the learning plan for Heartland students and can be expected on a regular basis. Recent studies have shown that homework, when assigned, completed and corrected properly, is an important part of learning and retention of information by students. Homework may simply be work that has not been completed in class or may be an additional independent practice assignment designed to reinforce a skill. Homework will be assigned on a regular basis, increasing in time and importance as students progress through the grades. Usually the amount of homework assigned to an upper elementary student should not take more than an hour to complete. We ask the cooperation of parents in providing a regular, quiet study time at home to help the child develop good study habits. Sincere parent interest in their student's homework cannot be over emphasized.

Learning Compact

PARENT/CARING ADULT:

I understand that my participation in my child's education will help his/her achievement and attitude. I agree to carry out the following responsibilities.

1. Provide a quiet place/time to do schoolwork and actively participate with my child to ensure schoolwork completion.
2. Make sure my child gets adequate sleep, leisure activity, and has a healthy diet.
3. Make sure my child is at school on time.

4. Spend quality time each day interacting with my child, doing such things as reading, writing, drawing and playing games with my child.
5. Communicate and work with teachers and school staff to support and challenge my child.

STUDENT:

I know my education is important to me. It will help me become a better person. I agree to do the following:

1. Do homework to the best of my ability and return it completed and on time.
2. Be at school on time unless I am sick.
3. Be responsible for my own behavior.
4. Help to keep my school safe.
5. Respect and cooperate with other students and adults.

TEACHERS:

I understand the importance of the school experience to every student and my role as a teacher. I agree to carry out the following responsibilities:

1. Teach necessary concepts to your child.
2. Be aware of the needs of your child.
3. Regularly communicate with you on your child's progress.
4. Help to keep my school safe.
5. Respect the cultural differences of students and their families.

Section 2 Promotion and Retention

Students will be placed at the grade level and in the courses best suited to them academically, socially and emotionally as determined by the professional staff. Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the professional staff to be appropriate for the educational interests of the student and the educational program.

Section 3 Interim Reports

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

Included in the academic improvement report will be a request from the teacher for parents to contact the teacher by phone to discuss the student's academic progress. Teachers will arrange with the parents for days when the student can meet with the teacher outside the regular class period until the student returns to satisfactory academic standing.

Section 4 Report Cards

Report cards are issued at the end of each quarter. Letter grades are used to designate a student's progress. 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 "0" and those grades will be averaged into the final grade. No incompletes will be given at the end of the fourth quarter, as all course work must be completed by the end of the fourth quarter.

Section 5 Parent-Teacher Conferences

Parent-teacher conferences will be held in October and March. There will also be a parent night. Refer to the school calendar for the schedule. Conferences with teachers, at any other time, are possible by calling the school office and making arrangements with the teachers.

Section 6 Academic Integrity

A. Policy Statement

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

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

B. Definitions

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

1. "Cheating" means 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:

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

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

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

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

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

knowledge and permission of the instructor.

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

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

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

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

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

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

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

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

2. "Plagiarism" means to take and present as one's own 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:

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

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

3. “Contributing” to academic integrity violations means to participate or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at 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.

C. Sanctions

The following sanctions will occur for academic integrity offenses:

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

Admissions Procedure

Parents enrolling new students to the district may obtain the admission forms from the office. Students who enter this school from another school may be required to take an achievement test in order that proper grade placement is made.

Classroom Assignments

Children are assigned to classrooms by the elementary principal with teacher input. This responsibility is taken seriously and many factors such as gender, leadership skills, academic ability, personality, and social adjustment are considered. Careful thought is given to meeting the needs of each child and the welfare of the entire class. Parent requests for placement may not always consider all of these factors and while the staff values parent input, it can complicate the placement process for teachers. With these considerations in mind, the school discourages parents from making specific teacher placement requests for their children.

We have an outstanding elementary staff, all of whom work very hard to make the children feel welcome and all of whom can and do provide a solid education in a caring environment.

Permanent Records

The school maintains confidential cumulative record folders on each student enrolled containing information such as his/her academic progress, special adjustment, health data, test scores, attendance and other data which might assist school personnel in becoming better acquainted with the student. Parents may see their child's folder by making a request through the elementary principal's office.

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.

Reevaluation

Students identified for special education will be reevaluated 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 which 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.

Special Education Placement

The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). 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>.

Child Find

If you suspect that your child isn't developing as he/she should, it's important to get another opinion as soon as possible. You can turn to a variety of places for help: doctors, health clinics, school districts, and community agencies can all help determine if a problem really does exist.

While some professionals may believe that a child will outgrow a problem, it's better to provide help early to make sure that the child has a better chance of success. Early intervention helps.

The Heartland School district, along with ESU 6 Preschool Planning Region Team have a service called Child Find designed to identify those children who may be at risk for learning and could benefit from early intervention services. Children who display delays or difficulties with learning, moving, playing, seeing, hearing, and talking may qualify to receive free assistance.

If a child is found eligible for services, an Individual Family Service Plan will be developed by the parents, early intervention professionals from the school, and a Services Coordinator from

ESU 6. This team of people will develop a program that will build on the child's strengths and improve the areas of concern. Early intervention programs provide support, encouragement, and assistance to parents working with their child.

Parents can call the Heartland School (402-723-4434) or a Services Coordinator at ESU 6 (1-800-327-0091) to speak to a professional who will be happy to discuss concerns about their child's development.

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 Guidance Services

Heartland Community Schools employs a counselor for the purpose of assisting with scheduling and for students to discuss problems and resolve conflicts. If you wish to see a counselor, stop by the counselor's office and make arrangements for an appointment.

Section 4 Health Services

Student Illnesses

School personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home include: Temperature greater than 100°F., vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the principal 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 in your child's enrollment information so that you can be reached if your child becomes ill or injured while at school. Please also inform the school 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. A consent form is available at the school office. If your child has asthma or diabetes and is capable of self-managing his or her health condition, contact the office to develop a self-management plan.

Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. All medications also require a physician's authorization to be given at school. Please limit the amount of medication provided to the school to a two-week supply.

School Health Screening

Children in Preschool and Kindergarten through third grade, as well as children in sixth grade are screened for vision, hearing, dental defects, height and weight. The screening program also incorporates scoliosis and blood pressure at grade six. Students entering the Student Assistance Process at any grade level, and those about whom health concerns are identified to the principal, 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 office at the start of the school year. Because Nebraska statutes require school-age screening, parents who remove their child from the screening program must submit findings from an alternate medical provider to the school by December 1.

Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six (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 forgoing or an optometrist. A parent or guardian who objects to the physical examination and/or visual evaluation may submit a written statement of refusal for his or her child. Waiver forms are available in the school office.

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 the school office.

Unimmunized students may be excluded from school in the event of a disease outbreak.

Summary of the School Immunization Rules and Regulations

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

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

The School Rules & Regulations are available on the internet: http://dhhs.ne.gov/Pages/reg_t173.aspx (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)

Updated 01/26/2018

Birth Certificate Requirements

State law requires that a certified copy of a student's birth certificate be provided within 30 days of enrollment of a student in school for the first time. 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 in which the child was born and it 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. Children will be sent home from school for live head lice. In the event a child has two (2) cases of live lice in a semester, the child will be sent home until free of both live lice and nits (eggs).
2. Office staff will provide written treatment information and instructions, including how to check and identify head lice*.
3. A child who is sent home from school for head lice should miss no more than two (2) school days.
4. A child who has been sent from school due to head lice must come to the principal's office for inspection before returning to class.
5. A child who returns to class with nits (eggs) will be checked again in 7-10 days.
6. Families are encouraged to report head lice to the school office.
7. Classroom-wide or school-wide head checks will be conducted as needed in order to control the condition at school.

*Nit removal will be emphasized for effective management of the condition. For more information call the school principal.

Section 5 Transportation Services

Transportation to and from school is provided to students in accordance with law and Board policy. Students may also be provided transportation on field trips and when participating in school activities. Students are expected to follow the behavioral expectations for riding school buses.

Behavior on School Buses

- I. General Conduct Rules Apply:** While riding school buses you are expected to follow the same student conduct rules which apply when you are on school property or

attending school activities, functions or events. There are also special conduct rules for riding school buses. These rules also apply to riding other school vehicles.

II. Special Conduct Rules for Riding School Buses.

A. Rules for Getting On and Off the Bus

1. Be on time to be picked up. As a general rule, get to your bus stop five (5) minutes before your scheduled pick up time. If you miss the bus, immediately return to your home and tell your parents so they can get you to school.
2. While waiting for the bus, stay at least five (5) feet away from the street, road or highway. Wait until the bus comes to a complete stop before approaching the bus.
3. You may exit the bus only at your approved destination (your school or your approved bus stop). Exit the bus as directed by the driver. Do not run.
4. If you must cross the street or road after exiting the bus, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

B. Rules on the Bus

1. Be respectful of the bus driver. Immediately follow all directions of the driver and any paraeducator or adult on the bus.
2. Sit in your seat facing forward. Use seat belts in vehicles in which they are available.
3. Talk quietly and use appropriate language.
4. Keep all parts of your body inside the bus.
5. Keep your arms, legs and belongings to yourself.
6. No fighting, harassment, bullying, intimidation or horseplay.
7. Do not throw any object.
8. No eating, drinking, use of tobacco, alcohol, drugs or flammables.
9. Do not bring any weapon (real or imitation) or dangerous objects on the school bus.
10. Do not damage the school bus.

III. Getting the Driver's Assistance: If you need assistance from the driver, wait until the bus is at a full stop. If you are close enough, tell the driver what you need. If you are too far away for the driver to hear you, ask a student in front of you to get the driver's attention. If necessary, walk up to the driver, while the bus is at a full stop. If you need immediate assistance for an emergency, take all action needed to safely get the help of the driver.

IV. Consequences for Rule Violations: Consequences for school bus misconduct may include restriction or suspension of bus privileges and other disciplinary measures, up to and including expulsion from school.

RELEASE FOR ADMINISTERING MEDICATION IN THE HEARTLAND COMMUNITY SCHOOLS

Student Name _____ Grade _____ Birthdate _____

Date _____ Name of Physician _____

I request that school personnel administer medication to my child, _____, as prescribed by said child's physician. (name of child)

I absolve school personnel and the school district from any liability stemming from adverse reactions and all other effects which may occur because of the administering of such prescribed medication.

Parent/Guardian signature

Date _____

PLEASE PRESENT THE MEDICATION IN AN ORIGINALLY LABELED BOTTLE OR CONTAINER WITH YOUR CHILD'S NAME, PHYSICIAN'S NAME, NAME OF MEDICATION AND DOSAGE.

Name of Medication _____

What time is each dose to be given _____

If given PRN (as needed only) specify the length of time between doses.

How much or how many to be given _____

What days medication should be given _____

Reason for taking medication _____

Comments: _____

Article 7 - Drugs, Alcohol and Tobacco

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.

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 No Child Left Behind Act, if upon receipt of information regarding the content of safe and drug free school programs and activities other than classroom instruction a parent objects to the participation of their child in such programs and activities, the parent may notify the 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 and Tobacco

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 abusable glue or aerosol paint or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes.
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 (including nicotine products, vapor products, and e-cigarettes).

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 Conduct Rules

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

A. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee 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 [Name] Public 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.

B. 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 on a long-term suspension shall not be permitted to be on school grounds 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.

C. Expulsion:

1. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless (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.
2. 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.
3. 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.
4. 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.

5. 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.

6. 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.

D. 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.

A. 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 (including nicotine products, vapor products, and e-cigarettes), narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. 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-alikes, 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;
 10. 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;
 11. 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; or
 12. Repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes;
 13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities;
 14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to 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;
 15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of 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.
 16. Willfully violating the behavioral expectations for those students riding Heartland Community Schools' buses.
 17. 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.
18. 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.

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.

STUDENT ATTIRE

The school administration and teachers will continue to encourage all to behave and dress in a fashion that reflects good taste and a style appropriate for a school day or school activity.

An individual's dress, personal appearance, and cleanliness, as well as behavior, should reflect a sensitivity to and a respect for others. The fact that a school will permit a wide variety in school clothes does not mean that all styles are equally appropriate. The final decision in those situations of disagreement will be resolved by the school administration after consultation with the student and parents/guardians.

Students will be expected to adhere to the following guidelines during school functions on or off school property:

1. Students will not be allowed to wear clothing, jewelry, or attire that presents a material risk to the safety or wellbeing to either themselves or anyone else.
2. Students will not be allowed to wear clothing, jewelry, or attire that materially interferes with the learning/instructional environment in school.
3. Students are not to wear clothing which excessively exposes the midriff. The wearing of pants, jeans, or shorts should not be worn in a sagging fashion below the waistline.
4. Clothing usually worn as undergarments may not be worn as outer garments - such items may include but are not limited to sports bras, spandex tops and boxer shorts.
5. No thin straps, halter tops or no strapless backs.
6. Skirts, dresses and shorts - As a reference, the length of clothing should generally extend beyond a closed fist when your arms are at your side.
7. Clothing which promotes alcohol, tobacco/tobacco products (including nicotine products, vaping products, and e-cigarettes) or drugs, or which contain any inappropriate messages is prohibited. Inappropriate messages may include but are not limited to innuendos, entendres, profanity, implied profanity, hate speech and anything that would promote a violation of the law and/or the student code of conduct.
8. Shoes, boots or sandals must be worn at all times.
9. Students are not allowed to wear hats, caps, visors, or sunglasses in the school building during the school day. For special occasions, exceptions may be allowed. These special occasions will be determined by the principal.
10. Mesh shirts must have a t-shirt worn under them.
11. All sleeveless shirts must have finished seams and edges. Clothing must also cover the area under the arm.

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

Students who violate dress code guidelines will be required to correct the violation by changing into something appropriate at school or returning home to change. A detention or suspension may be given to make up the time away from school. Repeated dress code violations may result in more severe consequences. Significant, intentional, or repeated violations of the dress code may result in formal disciplinary consequences that may include detention or suspension.

(2) Electronic Devices

a. Philosophy and Purpose. Heartland Community Schools strongly discourages students from bringing and/or using electronic devices at school. The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.

b. Definitions.

(1) "Electronic devices" include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.

c. Possession and Use of Electronic Devices.

(1) 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.

(2) Students are permitted to possess and use electronic devices before school hours, at lunch time, and after school hours, provided that the student not commit any abusive use of the device (see paragraph (4)(a)). 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.

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

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

d. Violations

(1) Prohibited Use of Electronic Devices: Students shall not use electronic devices for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; (f) recording others (photographs, videotaping, sound recording, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public; (g) 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 displays sexual content; or (h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

(2) Disposition of Confiscated Electronic Devices: Electronic devices possessed or used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.

(i) First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the

school administration and a conference between the student and school principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school's main office and retrieves the electronic device.

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

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

e. Penalties for Prohibited Use of Electronic Devices:

Students who receive a sexual message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in such activity 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 appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed:

- (i) Students found in possession of a sexual message shall be subject to a one (1) day suspension from school.
- (ii) Students who send or encourage another to send a sexual message shall be subject to a five (5) day suspension from school.

f. Reporting to Law Enforcement.

Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.

g. 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.

- (3) Harassment and Bullying Policy: One of the missions of Heartland Community Schools is to provide safe and secure environments for all students and staff. Positive behaviors (non-violence, cooperation, teamwork, understanding, and acceptance of others) are encouraged in the educational program and required of all students and staff. Inappropriate behaviors (bullying, intimidation and harassment) are to be identified and corrected. Students and staff are to avoid such behaviors. Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors.

“Bullying” is behavior where one person or group engages in harmful action towards another person or group acting on a real or perceived imbalance of power or view of superiority. The behavior typically includes verbal (e.g. teasing or name-calling) and physical aggression (e.g., hitting, pushing), threatening, excluding or ignoring, spreading rumors, or taking, defacing or destroying the others' property. “Harassment” includes the same actions, though not necessarily from a standpoint of perceived power. Harassment is prohibited. Bullying and harassment is a violation of student conduct rules and appropriate disciplinary measures, up to expulsion, will be enforced. When bullying or harassment is done on the basis of gender, disability, race, or other protected status, it is considered a very serious offense for which expulsion may be a likely consequence depending on the severity of the conduct.

Students who are the victim of bullying or harassment or who observe such occurring are to promptly report the problem to their teacher 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.

- (4) Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion.
- a. 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.
 - b. Gum, candy, seeds, etc. are not allowed in the school building or classrooms; unless permitted by the individual teacher.

- c. Students are expected to bring all books and necessary materials to class. This includes study halls.
- d. Assignments for all classes are due as assigned by the teacher.
- e. Students are not to operate the mini-blinds or the windows without permission of the teacher.
- f. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
- g. Students are to be in their seats and ready for class on the tardy bell.
- h. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.
- i. 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.
- j. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
- k. Snow throwing is prohibited.

(5) Network, E-Mail, Internet and Other Computer Use Rules:

(a) General Rules:

- (i) 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.
- (ii) 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.
- (iii) 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.
- (iv) 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.

- (v) 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.

(b) 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."

- (i) 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.
- (ii) Users shall not let other persons use their name, account, log-on password, or files for any reason (except for authorized staff members).
- (iii) Users shall not use or try to discover another user's account or password.
- (iv) Users shall not use the computers or network for non-instructional or non-administrative purposes (e.g., games or activities for personal profit).
- (v) Users shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
- (vi) Users shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.
- (vii) 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.
- (viii) 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.
- (ix) 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.

- (x) Users shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teacher or network administrator.
 - (xi) 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.
- (c) 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 on-line services. Breaches can result in harsh criticism by others. These rules of behavior include (but are not limited to) the following:
- (i) Be polite. Do not become abusive in your messages to others.
 - (ii) Use appropriate language. Do not swear, use vulgarities or any other inappropriate language, message, information or images.
 - (iii) Do not reveal your personal account, address or phone numbers, or that of other students or colleagues.
 - (iv) 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 which violate the rules will result in disciplinary action.
 - (v) All communications and information accessible via the network should be assumed to be private property of others.
 - (vi) Do not place unlawful information on any network system.
 - (vii) Keep paragraphs and messages short and to the point. Focus on one subject per message.
 - (viii) Include your signature at the bottom of e-mail messages. Your signature footer should include your name, position, affiliation, and network or Internet address.
 - (ix) Other rules may be established by the network administrators or teachers from time to time.
- (d) 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 administrating 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.

- (e) 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.

(7) Risks of MySpace, Facebook and other Social Networking:

The purpose of this message is to give our students information about the risks of using MySpace, Facebook, Xanga, and similar social networking sites.

These sites are public sources of information. The information may be seen by your 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 MySpace may affect you years later.

What you say now on MySpace 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 MySpace.

MySpace has published a Guide for schools with some suggestions that we would like to share with you:

Here are some common sense guidelines that you should follow when using MySpace and the Internet in general:

- Don't forget that your profile and MySpace forums are public spaces. Don't post anything you wouldn't want the world to know (e.g., your phone number, address, IM screens name, or specific whereabouts).
- Avoid posting anything that would make it easy for a stranger to find you, such as where you hang out every day after school.
- People aren't always who they say they are. Be careful about adding strangers to your friends list. It's fun to connect with new MySpace friends from all over the world, but avoid meeting people in person whom you do not fully know. If you must meet someone, do it in a public place and bring a friend or trusted adult.
- Harassment, hate speech and inappropriate content should be reported. If you feel someone's behavior is inappropriate, react. Talk with a trusted adult, or report it to MySpace or the authorities.

- Don't post anything that would embarrass you later. Think twice before posting a photo or info you wouldn't want your parents or boss to see!
- Don't mislead people into thinking that you're older or younger. If you lie about your age, MySpace will delete your profile.

We urge all students to following these common sense guidelines.

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 the Heartland Community Schools to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:
 - (a) Knowingly possessing illegal drugs or alcohol.
 - (b) Assault.
 - (c) Vandalism resulting in significant property damage.
 - (d) Theft of school or personal property of a significant nature.
 - (e) Automobile accident.
 - (f) Any other behavior which significantly threatens the health or safety of students, staff or other persons or which is required by law to be reported.

Article 9 - Extra-Curricular Activities - Rights, Conduct, Rules and Regulations

Section 1 Extracurricular Activity Philosophy

Extracurricular activity programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. Extracurricular activity programs are considered an integral part of the school's program of education that 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, code of conduct, discipline, violations, academic standards, relationships between parents/students and coaches/sponsors, good sportsmanship, and student fees standards are the same expectations of our Junior and Senior High students at Heartland Community Schools.

Behavior at School Events

1. Elementary school students who attend extracurricular events are to sit in the student section or preferably with their parents, unless instructed to do otherwise.
2. For no reason should students walk on the playing floor while the game is in progress.
3. Food and drinks are to be purchased at concession stands only at half times or intermissions.
4. When the game is over, leave the building in an orderly manner.
5. Children are asked not to play in front of, beside, or under the bleachers.

Article 10 - State and Federal Programs

Section 1 Notice of Nondiscrimination

Heartland Community Schools does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status in the admission, access to its facilities or programs or activities, treatment, or employment.

Section 2 Designation of Coordinators

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	Superintendent
Title IX	Discrimination or harassment based on sex; gender equity	Superintendent
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Superintendent
Homeless student laws	Children who are homeless	Superintendent
Safe and Drug Free Schools and Communities	Safe and drug free schools	Superintendent

The Coordinator may be contacted at: 1501 Front Street, Henderson, NE, (402) 723-4434.

Section 3 Anti-discrimination & Harassment Policy

Elimination of Discrimination. The [Name] Public Schools 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.

Purpose: [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 or harassment of any kind by administrators, teachers, co-workers, students or other persons is prohibited. In addition, [Name] Public Schools will try to protect employees and 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 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:

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;

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.

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.

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 Heartland Community Schools. 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 5 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:

1. The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.

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

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

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student.

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want information about the student designated as directory information is as follows: two (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.

Notice Concerning Designation of Law Enforcement Unit:

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

Section 7 Notice Concerning Disclosure of Student Recruiting Information

The No Child Left Behind Act requires that the District provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that the District not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written parental consent. The District will comply with any such request.

Section 8 Notice Concerning Staff Qualifications

The No Child Left Behind Act gives parents/guardians the right to get information about the professional qualifications of their child's classroom teachers. Upon request, the District will give parents/guardians the following information about their child's classroom teacher:

1. Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or provisional teaching certificate.
3. The baccalaureate degree major of the teacher. You may also get information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree. We will also, upon request, tell parents/guardians whether their child is being provided services by a paraprofessional and, if so, the qualifications of the paraprofessional. The request for information should be made to an administrator in your child's school building. The information will be provided to you in a timely manner. Finally, the District will give timely notice to you if your child has been assigned, or has been taught for four (4) or more consecutive weeks by a teacher who does not meet the requirements of the Act.

Section 9 Student Privacy Protection Policy

It is the policy of [Name] Public Schools 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

A. General - Parental/Community Involvement in Schools:

Heartland Community Schools 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 courses, 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 proper 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.

B. Title I Parental Involvement Policy:

The District's Title I Parental Involvement Policy is established in compliance with the No Child Left Behind Act. 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 I.

Policy Involvement: Each school served under the Title I program will:

1. 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.

2. 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.
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs.
4. 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.
5. 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.

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:

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

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

Transportation will be provided to homeless students, to the extent required by law and comparable to that provided to students who are not homeless, upon request of the parent or guardian of the homeless child, or by the Homeless Coordinator in the case of an unaccompanied youth, as follows: (1) if the homeless child's school of origin is in the District, and the homeless

child continues to live in the District, transportation to and from the school of origin shall be provided by the District; and (2) if the homeless child lives in a school other than the District, but continues to attend the [Name] Public Schools based on it being the school of origin, the new school and [Name] Public Schools shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin and, if they are unable to agree, the responsibility and cost for transportation shall be shared equally.

Section 12 Breakfast and Lunch Programs

The District has agreed to participate in the National School Lunch Program and accepts responsibility for providing free and reduced price meals to eligible children in the schools under its jurisdiction. The District provides the United States Department of Agriculture's required nondiscrimination statement:

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, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, One Petting 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. USDA is an equal opportunity provider and employer.

The school food authority assures the State Department of Education that the school system will uniformly implement the following policy to determine children's eligibility for free and reduced price meals in all National School Lunch Programs. In fulfilling its responsibilities the school food authority:

1. Agrees to serve meals free to children from families whose income meets eligibility guidelines.
2. Agrees to serve meals at a reduced price to children from families whose income falls between free meal scale and the poverty guidelines.
3. Agrees to provide these benefits to any child whose family's income falls within the criteria in Attachment A after deductions are made for the following special hardship conditions which could not reasonably be anticipated or controlled by the household: Unusually high medical expenses; shelter costs in excess of 30 percent of reported income; special education expenses due to the mental or physical condition of a child; disaster or casualty losses.
4. In addition, agrees to provide these benefits to children from families who are experiencing strikes, layoffs and unemployment which cause the family income to fall within the criteria set forth in federal guidelines.
5. Agrees there will be no physical segregation of, nor any other discrimination against, any child because of his inability to pay the full price of the meal. The names of the children eligible to receive free and reduced price meals shall not be published, posted or announced in any manner and there shall be no overt

identification of any such children by use of special tokens or tickets or any other means. Further assurance is given that children eligible for free or reduced price meals shall not be required to: Work for their meals; use a separate lunch room; go through a separate serving line; enter the lunchroom through a separate entrance; eat meals at a different time; or eat a meal different from the one sold to children paying the full price.

6. Agrees in the operation of child nutrition programs, no child shall be discriminated against because of race, sex, color, or national origin.
7. Agrees to establish and use a fair hearing procedure for parental appeals to the school's decisions on applications and for school officials' challenges to the correctness of information contained in an application or to be continued eligibility of any child for free or reduced price meals. During the appeal and hearing the child will continue to receive free or reduced priced meals. A record of all such appeals and challenges and their dispositions shall be retained for three (3) years. Prior to initiating the hearing procedures, the parent or local school official may request a conference to provide an opportunity for the parent and school official to discuss the situation, present information, and obtain an explanation of data submitted in the application and decisions rendered. Such a conference shall not in any way prejudice or diminish the right to a fair hearing. The hearing procedure shall provide the following:
 - A publicly-announced, simple method for making an oral or written request for a hearing.
 - An opportunity to be assisted or represented by an attorney or other person.
 - An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal.
 - Reasonable promptness and convenience in scheduling a hearing and adequate notice as to the time and place of the hearing.
 - An opportunity to present oral or documentary evidence and arguments supporting a position without undue interference.
 - An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses.
 - The hearing be conducted and the decision made by a hearing official who did not participate in the decision under appeal or in any previous conference.
 - The parties concerned and any designated representative thereof be notified in writing of the decision of the hearing official.
8. Agrees to designate the Superintendent to review applications and make determinations of eligibility. This official will use the criteria outlined in this policy to determine which individual children are eligible for free or reduced price meals.
9. Agrees to develop and send to each child's parent or guardian a letter as outlined by State Department of Education including an application form for free or reduced price meals at the beginning of each school year. Applications may be filed at any time during the year. All children from a family will receive the same benefits.

The following information will be available in the office of the Superintendent:

- Eligibility criteria for free and reduced meals
- Parent letter and application
- Public release
- Collection procedure

Non-Discrimination Statement: This explains what to do if you believe you have been treated unfairly.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, 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](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.

Asbestos Notification

The Environmental Protection Agency regulation requires that all students of the Heartland Community Schools be notified as to the location of asbestos containing materials in the school building.

Recent inspections conducted by ATC Environmental Inc. of Omaha confirmed earlier inspections conducted in 1983 that there is pipe insulation containing asbestos particles in several locations in the school. These are located in the old gym, the stage, the furnace room, room 112, and several maintenance storage areas. Although the pipe insulation does contain asbestos particles, ATC Environmental Inc, found them to be properly encapsulated and therefore

poses no threat to the students or employees of Heartland Community Schools.

Management plans, as required by law, have been filed with the State Health Department and school the materials become damaged in any way, the proper action will be taken by school personnel to insure a safe environment for all students. Maintenance Director Matthew Quiring has received special training, as required by the EPA, to deal with any asbestos related incidents.

If any employees or students have questions or observe any damage to any asbestos covered materials, they should contact the superintendent's office. A detailed diagram of existing asbestos locations in the school building may be obtained from the superintendent's office. A plan of action to deal with the asbestos is available for inspection in the superintendent's office.

**RECEIPT OF 2023 - 2024 STUDENT - PARENT HANDBOOK
OF HEARTLAND COMMUNITY SCHOOLS**

This signed receipt acknowledges receipt of the 2023 - 2024 Student-Parent Handbook of Heartland Community Schools. It is understood that the handbook contains student conduct and discipline rules and information about Safe and Drug-Free Schools and that the undersigned, as student, agrees to follow such conduct and discipline rules. This receipt also serves to acknowledge that it is understood that the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used to respond to harassment or discrimination.

Date: _____

Date: _____

Student's Signature

Parent or Legal Guardian's Signature

Return to:
Front Office
Heartland Community Schools
1501 Front Street
Henderson, Nebraska 68371

AVAILABILITY OF HANDBOOKS

The 2023 - 2024 Student-Parent Handbook of Heartland Community Schools is available on the internet at: <http://www.heartlandschools.org>

Because of the expense of printing the handbooks, we are asking that you consider using the internet to access and review the 2023 - 2024 Student Parent Handbook. Using the internet to access the handbook will allow the district to direct printing dollars to instructional needs and eliminate the need for you to search for your handbook when you have questions throughout the year. Thank you for considering this new use of technology to improve school-home communication.

Please return to the Principal's Office by **August 20, 2023**. This will allow us time to get the Handbook to all students and parents before school starts while avoiding the necessity of printing more copies of the Handbooks than necessary.

- Thank you for providing the 2023 - 2024 Student-Parent Handbook online. I will review it on the internet. My signed receipt below acknowledges receipt of the Handbook in a satisfactory manner via the internet.**
- I prefer a paper copy of the Handbook.**

Name

RECEIPT OF 2023 - 2024 STUDENT-PARENT HANDBOOK

This signed receipt acknowledges receipt of the 2023 - 2024 Student-Parent Handbook of Heartland Community Schools. It is understood that the handbook contains student conduct and discipline rules and information about Safe and Drug-Free Schools and that the undersigned, as student, agrees to follow such conduct and discipline rules. This receipt also serves to acknowledge that it is understood that the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used to respond to harassment or discrimination.

Date: _____

Date: _____

Student's Signature

Parent or Legal Guardian's Signatur

**HIGH SCHOOL
STUDENT HANDBOOK**

**HEARTLAND COMMUNITY
SCHOOLS
HENDERSON/BRADSHAW**

GRADES 7-12

2023-2024

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Section 1

HEARTLAND COMMUNITY SCHOOLS HANDBOOK PERMISSION FORM

INTENT OF HANDBOOK

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

Although the information found in this Handbook is detailed and specific on many topics, the Handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise during any school day, or school year. This Handbook does not create a “contract”. The Administration reserves the right to make decisions and 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 Handbook. Should a situation or circumstance arise that is not specifically covered in this Handbook, the Administration will make a decision based upon all applicable school district policies, and state and federal statutes and regulations.

****The Handbook can be found on Heartland Community Schools’ website:
heartlandschools.org****

PLEASE CHECK THIS BOX IF YOU WOULD LIKE A COPY OF THE HANDBOOK.

I have read the Heartland High School Student Handbook and agree to support the organizational pattern prescribed therein.

Student’s Name

Parent/Guardian Signature

Date

Section 2

SCHOOL PERSONNEL 7-12 SECONDARY STAFF

Jeremy Klein	Superintendent	Superintendent's Office
Tim Carr	Secondary Principal	Principal's Office
Dana Reinke	Elem Principal, SPED Director	Elem Office
Clay Bergen	Assistant B BB	
Mike Bergen	Assistant Track	
Amy Pinney	English, Speech	103
Blake Burgess	Assistant FB	
Chad Buzek	Ind. Tech, B Golf	Ag Shop
Stephanie Buzek	Math, Tech Coord.	Mac Lab
Barbara Casper	One Act Play	
Rachael Strong	English	206
Kelsey Gooder	Art, One Act Play, Journalism	210
Lynn Hall	Vocal Music, Musical	Music
Jordan Heinrichs	Assistant B BB	
Kelsey Vnoucek	K-12 Guidance	Guidance Office
Sydni Kunc	Resource	200B
Ben Lindsay	Social Studies, Head FB, Asst. Track	109
Christa Lindsay	Head VB, Head Track	9
	Assistant JH G BB	
	Assistant FB	
Gina Mestl	Media Specialist, G Golf	Library
Stephanie Miller	Ag, FFA	Ag Shop
James McCartney	Computer, Business, FBLA	108
Tami Peters	Title I	
Anne Regier	Family & Consumer Science	106
Carrie Regier	Science, Math, JH VB, JH Robotics, Quiz Bowl	201
Marc Regier	Science, HS Robotics	401
Tony Rice	Asst. JH B BB, Asst. Track	
Amy Rotter	Resource	200a
Royce Schweitzer	Instrumental Music	Music
Josh Struckman	Spanish, Activities Dir.	112
Taylor Siebert	Head B BB	
Corbin Tessman	Assistant Track	
	P.E., Social Studies, Asst. G BB	208
Erik Wetjen	Phys Ed, Health, JH FB	Gym
Heidi Widick	Math, Quiz Bowl, Math Team NHS, JH G BB	107
Deb Wilhelm	Speech Pathologist	405

Office: Charlotte Greenwall, Tammy Ott, Janet May

Maintenance: Matthew Quiring (Head Maintenance), Randy Wilhelm

Cooks: Valorie Quiring-Food Manager; Lunchroom Assistants: Michelle Goertzen, Lindsay Mierau, Reesa Nissen, Laini Meyer

Board of Education: Gary Braun, President; Lacey Gloystein, Vice President; Tammy Ott, Secretary; Ryan Goertzen, Jennifer Hiebner, and Tyler Newton.

Section 3

HEARTLAND COMMUNITY SCHOOLS 2023 - 2024 SCHOOL CALENDAR

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		

Su	Mo	Tu	We	Th	Fr	Sa
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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

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
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Su	Mo	Tu	We	Th	Fr	Sa
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24	25	26	27	28	29	30
31						

Aug. 11	New Teacher Orientation	Jan. 1-3	No School - Holiday Break
Aug. 14-16	Teacher Inservice	Jan. 4-5	No School - Professional Development
Aug. 17	K-12 Classes Begin (11:40 Dismissal)	Jan. 8	Classes Resume / 1st Day - 2nd Semester
Sept. 4	No School - Labor Day	Feb. 9	No School
Sept. 11	No School - Professional Development	Mar. 1	No School - Professional Development
Oct. 9	No School - Professional Development	Mar. 4	PTC 4:30 PM - 8:30 PM
Oct. 9	PTC 4:30 PM - 8:30 PM	Mar. 5	PTC 4:30 PM - 8:30 PM
Oct. 12	PTC 4:30 PM - 8:30 PM	Mar. 6	Last Day - 3rd Quarter
Oct. 19	Last Day - 1st Quarter	Mar. 7	No School - Professional Development
Oct. 20	No School - Fall Break	Mar. 8	No School - Winter Break
Oct. 23	First Day - 2nd Quarter	Mar. 11	First Day - 4th Quarter
Nov. 6	No School - Professional Development	Mar. 29	No School - Spring Break
Nov. 22-24	No School - Thanksgiving Break	Apr. 1	No School - Spring Break
Dec. 22	Last Day - 1st Semester	Apr. 9	No School - Staff Workday (HS Track Invite)
Dec. 23-27	NSAA Moratorium	May 1	Seniors' Last Day
Dec. 25-29	No School - Holiday Break	May 5	Graduation
		May 17	Last Day - 2nd Semester (11:30 Dismissal)

Su	Mo	Tu	We	Th	Fr	Sa
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28	29	30	31			

Su	Mo	Tu	We	Th	Fr	Sa
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Su	Mo	Tu	We	Th	Fr	Sa
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31						

Su	Mo	Tu	We	Th	Fr	Sa
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Su	Mo	Tu	We	Th	Fr	Sa
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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

	Beginning/End of Term
	No School - Professional Development
	No School - Break
	Parent-Teacher Conferences
	Early Dismissal
	Event
	NSAA Moratorium
	Curriculum Development

1st Quarter	43	Student Days
	49	Teacher Days
2nd Quarter	41	Student Days
	42	Teacher Days
3rd Quarter	41	Student Days
	45	Teacher Days
4th Quarter	47	Student Days
	49	Teacher Days
1st Semester	84	Student Days
	91	Teacher Days
2nd Semester	88	Student Days
	94	Teacher Days
School Year	172	Student Days
	185	Teacher Days

Start of Fall Practices	Aug. 7
District Golf	Oct. 2-3
State Golf	Oct. 9-10
State Football 1st Rd.	Oct. 19
State Volleyball	Nov. 1-2-3-4
Start of Winter Practices	Nov. 13
District One-Act	Week of Nov. 27
NSAA Moratorium	Dec. 23-24-25-26-27
Girls State Basketball	Feb. 28-Mar. 2
Boys State Basketball	Mar. 6-9
Start of Spring Practices	Feb. 26
District Music	Week of Apr. 15
District Track	May 9
District Golf	May 13-14
State Track	May 17-18
State Golf	May 21-22

Additional days for students and/or staff will be added to the end of the year if it is determined to be necessary.



Heartland Community Schools
1501 Front Street
Henderson, NE 68371
Phone: 402-723-4434
www.heartlandschools.org

Amendment: changes day of no school from Thursday, April 11th to Tuesday, April 9th. Nebraska FBIA changed their 5-year calendar causing us to move the date of our HS track meet to Tuesday, April 9th.

Article 1 Mission and Goals

Section 1

MISSION STATEMENT

Heartland Community Schools-Henderson/Bradshaw strives to provide challenging educational opportunities for All students to reach their highest level of excellence.

Section 2

GOALS OF HEARTLAND COMMUNITY SCHOOL

- The Heartland Community School has as its main purpose providing the maximum educational opportunity for each child within the limits of his/her own capacity. It is felt that each child should be provided with mental and physical skills which will enable his/her own highest educational level and prepare for a productive adult life in an ever-changing world.
- Heartland Community School believes that the social, intellectual, emotional and physical requirements of the individual student should be provided for in an instructional program that is an interrelated, continuous process which is flexible in design.
- Heartland Community School believes in
- the importance of creating a learning climate which develops positive self-images and instills a sense of mutual trust and respect among faculty and students while maintaining a facility that is conducive to instruction and learning, as well as being aesthetically pleasing.
- Heartland Community School recognizes the need to maintain a support staff which positively aids the instructional staff in establishing the proper learning climate for students.
- Heartland Community School promotes the fostering of good citizenship, leadership, and self-discipline through its extra-curricular programs.
- The Board of Education and Administration of Heartland Community School conducts the business of the District in an effort to provide quality education within reasonable cost while striving to obtain the best school system.
- Heartland Community School is a reflection of the students and staff who occupy the facility. Your pride is reflected in how well you manage the neatness in the hallways, your areas of responsibilities and yourself. Your pride is directly apparent to all visitors once they enter the doors.

Let's each do our part to make our school something we can be proud of.

Section 3

Mutual Respect

Heartland Community Schools expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of students 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, disciplinary actions. Those procedures should be used where applicable.

Complaint procedure

- Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.
- Step 2. Address the concern to the Principal if the matter is not resolved at Step 1.
- Step 3. Address the concern to the Superintendent if the matter is not resolved at Step 2.
- Step 4. Address the concern to the Board of Education if the matter is not resolved at Step 3.

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

Section 1

DAILY SCHEDULE

Period	Time
1	JH 8:22-9:03 HS 8:15-9:03
2	9:06-9:54
3	9:57-10:45
4	10:48-11:36
JH Lunch	JH Lunch 11:36-12:06
5	JH 12:09-12:57 HS 11:39-12:27
HS Lunch	HS Lunch 12:27-12:57
6	1:00-1:48
7	1:51-2:39
8	2:42-3:30

Teachers' Schedules can be accessed at: <https://tinyurl.com/749spvs4>

Section 2

SHORTENED SCHEDULE

In the event of a late start due to inclement weather or for any other reason, we will drop periods beginning with 1 and 2, then 3 and 4, and so forth, so we don't continue to miss the same classes each time there is a late start.

Section 3

SCHOOL CLOSING NOTICES

When it becomes necessary to close school, notices will be given on radio stations KAWL, and television stations KHAS, KLKN, KOLN/KGIN.

The school will attempt to call all parents through the School Reach Calling Program. The first call will be made at 6:15 a.m. or as soon thereafter as a decision is made. The call will be made to the primary phone number the school has on file. In the case of school closing after students are in school, parents will also be called via their cell phone.

More routine closing in regular schedules are mentioned on the school calendar in this manual.

Closings that are planned during the school year will be announced by written notice to parents via elementary students. School closing information is also available on the voice bulletin board at 723-4421, or at the Heartland Website at www.heartlandschools.org.

Section 4

CLOSED CAMPUS

Students are to stay in school during the school day. If a student needs to leave the building for various reasons, they must have a note or phone conversation from parents and then receive permission from the Administration. After receiving permission, students must sign out and when returning, sign in. If students are late to school, they must sign in at the office.

No permission will be granted to leave the building during the school day except for emergencies or with special permission. All students will be expected to remain in school for lunch.

Section 5

STUDENT HOURS IN THE BUILDING

Morning: Arrival time shall be no earlier than 8:00 A.M. No students are to go to their rooms prior to 8:00 A.M. unless they have an appointment to see teachers.

After School: The student must be under a teacher's supervision if in the building after 4:00 P.M.

Article 3 Use of Building and Grounds

Section 1

VISITORS

Students should not bring friends to class, lunch, or school unless they have permission from the Principal. Parents or guardians are welcome to visit any time. All visitors must report to the office to sign in and pick up a visitor's badge.

Section 2

Smoke-Free Environment

All of our school buildings are smoke 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. **(Smoke-Free Environment includes nicotine products, vapor products, and e-cigarettes)**

Section 3

CARE OF THE BUILDING

Except for sack lunches, no food or beverages may be brought to school and stored or eaten anywhere in the building. Our custodial staff does an excellent job in keeping this building clean and attractive. It will certainly help them if we all do our part in keeping lockers, desks, hallways, etc. as clean as possible.

Section 4

LOCKER ASSIGNMENTS

Each student will be assigned a locker. Students must use their own lockers and are not to share lockers with other students except as assigned by school officials. Students are expected to keep all books, etc., in their assigned locker. Students are also responsible for the cleanliness inside their locker and the door of their locker. Only items related to school organizations are allowed to be posted outside student lockers. Students may be assessed a fine for damage to lockers.

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 or items placed in or on school property, including student vehicles parked on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers and other such property may be conducted at the discretion of the administration.

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

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

Section 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 building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Section 7

USE OF TELEPHONE

Points to remember in using the telephone: Please ask for permission to use the phone.

1. Use the telephone for emergencies only.
2. Long distance telephone calls should be charged to your home phone.
3. Students may receive calls only in case of an emergency.
4. Cell phone use is accepted during lunch, between classes, and at the discretion of the classroom teacher for 9-12th grade students. If a student is misusing the device, the teacher will collect the item and turn it in at the office. On the first offense, the student may pick up the

device at the end of the day. The second offense, a parent/guardian will need to pick up the device. The third offense, a parent/guardian will need to pick up the device and the student will serve detention. After the third offense, follow the handbook for cumulative misconduct.

***Students shall not use electronic devices for recording or transmitting photographs, images or sounds of other persons without direct administrative approval and consent of all person(s) being recorded, other than the recording of persons participating in school activities that are open to the public. Students shall not use electronic devices at any time where there is an expectation of privacy. Violations of this policy may result in disciplinary action, including, but not limited to, suspension and expulsion from school.

Section 8

BICYCLES and STUDENT DRIVING

- All cars, motorcycles, and bicycles driven to school must be parked upon arrival at school and are to remain parked during the day.
- Students are not to sit in cars over the noon hour, and cars, motorcycles, and bicycles are not to be tampered with at any time.
- Any vehicle that displays inappropriate language or any message not in good taste will not be allowed on the school grounds or be used for transportation to school.
- All state and local traffic regulations shall be observed on school property. (All motorized vehicles are to be driven only on streets and roadways intended for their use.)
- Vehicles parked outside the lines during activities and are blocking traffic will be towed.

Section 9

STUDENT VALUABLES

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

Section 10

LOST and FOUND

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

Section 11

ACCIDENTS

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

Section 12

LABORATORY SAFETY GLASSES

As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, and science classes.

Section 13

STUDENT ACCIDENT INSURANCE

All students will have the opportunity to purchase Student Accident Insurance. Should parents desire the Accident Insurance, complete the application, enclose your check written to the company and have your son or daughter return it to the school office.

CATASTROPHIC INSURANCE

The following is a summary of the Catastrophic Insurance:

The Nebraska School Activities Association provides catastrophic insurance for a bodily injury in excess of \$25,000. This covers students going to and from activities as well as their participation in their particular events. Even though we all hope no student ever needs this type of coverage, we would like to inform parents that this coverage only covers transportation when they are riding in school vehicles or vehicles designated for transportation by the school. Therefore, this does not cover students who ride with parents or with someone else.

Section 14

BULLETINS AND ANNOUNCEMENTS

Students and parents can access announcements through PowerSchool using their username and password. Any activity group wishing to place posters or announcements in a prominent place in the school building must first secure the initials of their sponsor or the Principal before doing so. Announcements must be in good taste and pertain to school activities only. No surveys or questionnaires will be given in class or during the school day without permission from the principal.

Section 15

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 a 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.

Article 4 Attendance

Section 1

ATTENDANCE

Success in schoolwork requires regular attendance. The child who is frequently absent misses not only the instruction of the day but loses the continuity of the work presented, and oftentimes their work is affected for some time after their absence. However, parents should guard against sending children to school when attendance might be detrimental to their health or that of their classmates.

Punctuality is an important factor in school attendance. The child's schedule should be planned so that they will have ample time to eat a good breakfast and arrive at school on time without undue hurrying.

The administration is authorized to cooperate with parents in their requests for alternate, equally rewarding educational experiences for their children, such as travel.

Going to school is considered a full time job for all students. It is their duty to be on the job regularly and on time, the same as if working for an employer for pay. Each absence will be entered on your transcript for future employers to see. Parents must call the school office for all of the above absences, preferably by 8:45 AM.

Section 2

More than eight (8) absences from any class or classes per semester, FOR ANY REASON, may constitute loss of credit for the classes involved.

The following are a part of the 8 absences allowed per semester:

1. Medical excuses - with note from doctor or dentist to verify excuse, preferably stating the time they were with the doctor.
2. Funerals of close friends or relatives.
3. Projects shown at state fair.
4. Family emergency.
5. Family outing - if school work is made up and approved prior to outing.
6. College visits (seniors) - if school work is made up and visit is scheduled by school counselor prior to visit.
7. Church observances with prior approval.

TARDINESS

Punctuality is an important quality for the student to possess. Just as in the work world, tardiness cannot be tolerated, so also the school must have a sound and firm policy in the matter.

Tardy #	1	2	3	4	5	6	7	8	9	10	11	12
Conseq	W	W	W	D	D	D	D	D	D	D	D	D

W=warning D=detention (30 min.)

Students who are tardy, will receive the following consequence(s):

After 3 tardies: Warning

For the 4th tardy, and each tardy following, a 30 minute detention will be served.

No permission will be granted to leave the building during the school day except for emergencies or with special permission. All students will be expected to remain in school for lunch.

Eight unexcused tardies will be equivalent to one days' absence as pertaining to our attendance policy.

The accumulation of three (3) tardies in each class per semester carries a value equal to one (1) absence.

If a student should lose his/her credits for irregular attendance, he/she must retake those required classes for the semester in which the absences occurred. A student need not retake an elective class.

The student must have a parent/guardian call the school with the reason for absence excuse from a parent/guardian upon returning to school after an absence. Absence notice shall be given and work made up in advance when a student knows he/she will be absent. Phone calls will be made to the homes of students on the day of absence when no advance notice was given.

If a student is absent, the Admit to Class form must be obtained from the Principal's office and presented to the appropriate teacher (s) before being readmitted to class. Upon completion of make-up work, the teacher(s) will initial the form. The student must then return the completed form to the Principal's office.

If a student wishes to miss school due to a family outing, the Principal must be notified as soon as possible. All make-up work should be successfully completed and turned in before any scheduled outing (consideration will be given to emergency outings).

ADVISORY PROCEDURES

1. Advisory letters will be sent to parents or guardians when their child has accrued three (3) and five (5) absences per class during the quarter.
2. After five (5) absences per quarter, the parent/guardian/student will be notified of potential loss of credits by the Principal.

STUDENT'S RIGHTS TO DUE PROCESS - The following procedure will be followed to ensure due process:

A. THE PRINCIPAL, PARENT/GUARDIAN, AND STUDENT

1. Parents/Guardians/Students who wish to appeal the potential loss of credit must make this request within seven (7) days of notification. Requests for appeal must be made in writing on forms supplied by the Principal.
2. The Principal shall review all absences/tardies and exceptions to the limitation on absences due to chronic extended illness or other unusual circumstances will be considered.
3. The determination will be undertaken on a case by case basis. Each case will be considered on an individual basis.
4. The Principal will render a decision within three (3) days and notify the student/parent/guardian.

5. The request for a hearing may be filed by the student or the student's parents/guardians and presented within seven (7) days following the notification of pending credit loss.

B. THE SUPERINTENDENT

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

C. THE BOARD OF EDUCATION

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

EXCESSIVE ABSENTEEISM

Students who accumulate eight (8) unexcused absences in a semester shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:

1. One or more meetings shall be held between a school attendance officer, school social worker, or other person designated by the school administration and the parent/guardian and the student to report and attempt to solve the truancy problem. If the parent/guardian refuses to participate in such meeting, the principal shall place in the student's attendance records documentation of such refusal.
2. Educational counseling to determine whether curriculum changes, including but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child.
3. Educational evaluation, which may include a psychological evaluation, to assist in determining the specific condition, if any, contributing to the truancy problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.
4. Investigation of the truancy problem by the school social worker, or if such school does not have a school social worker, another person designated by the administration to identify conditions which may be contributing to the truancy problem. If services for the child and his or her family are determined to be needed, the person performing the investigation shall meet with the parent/guardian and the child to discuss any referral to appropriate community agencies for economic services, family or

individual counseling, or other services required to remedy the conditions that are contributing to the truancy problem.

ATTENDANCE HEARINGS

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

Section 3

MAKE-UP SLIPS

It is the responsibility of the student upon returning to school after an absence to report to the office to receive a make-up slip.

Guidelines shall be set up for make-up work for students who are absent from school. The guidelines shall state the criteria to be used in determining whether and to what extent the opportunity to complete class work, including examinations, missed during a period of disciplinary suspension will be granted. These guidelines shall be reviewed for consistency and approved by the superintendent or designee.

The make-up work of students will be counted for course credit when satisfactorily completed according to the guidelines stated below.

To receive credit for work missed due to excused absences (e.g., personal illness, bereavement or emergency in the family, or participation in an approved school activity), the student, upon returning to school, is responsible a) for requesting assignments for make-up work and b) for completing the make-up work on his/her own initiative by the due date. The teacher will provide materials and assistance to a student who is making up work for these reasons.

To receive credit for work missed due to a parent requested pre-arranged absence (e.g., medical or dental appointment, religious observance, spectator at a school activity, short-term work requirement, applying for a job, family trip, college visit), the student is responsible a) for requesting assignments for make-up work prior to his/her absence and b) for completing the make-up work on his/her own initiative by the due date.

To receive credit for work missed due to an unexcused absence or disciplinary suspension, the student, upon returning to school, is responsible a) for requesting assignments for make-up work and b) for completing the make-up work on his/her own initiative, and on his/her own time either before or after school, by the due date. The amount of assistance the teacher is to provide, if any, will be determined by the teacher based on the teacher's workload and on whether the student displays a positive attitude towards the make-up work and a willingness to not engage in future unexcused absences or misconduct. The teacher may assign the student to different work to make up than they actually missed, in the same subject or topic area.

The date when make-up work is due will be determined by the teacher based on the content being studied and the length of student absence. Ordinarily, the student will be expected to complete work issued due to short-term absence (i.e., five days or less) within five days after returning to school. Students who plan to miss school due to a scheduled school activity or a parent requested prearranged absence may request assignments and make arrangements to complete part or all of the work prior to the absence.

The common sense policy in regard to school attendance and practice is adhered to at Heartland Community Schools. A team/activity member is not allowed to practice/compete/participate on a day he/she is unable to be in school attendance from 11:35 AM-3:30 PM because of an illness or unexcused absence unless participation is approved by the administration or athletic director. Also, if a student is unable to participate in an activity because of illness, they should not come back for another activity later that evening. Example: A student is in school until 3:30, but goes home to rest and misses after school practice/activity. The student should not return for an evening practice or performance. The student should stay home and rest in order to recover for the next day.

Section 4

REPORTING HABITUAL TRUANCY

Students of mandatory attendance age who accumulate twenty (20) unexcused absences 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 Neb.Rev.Stat. 79-201, (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 statute. If within one week after the time such 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.

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

Article 5 Scholastic Achievement

Section 1

<u>HIGH SCHOOL GRADING SYSTEM</u>					
A+	98-100	4.00	C+	82-84	2.33
A	95-97	4.00	C	80-81	2.00
A-	93-94	3.67	C-	78-79	1.67
B+	90-92	3.33	D+	75-77	1.33
B	87-89	3.00	D	72-74	1.00
B-	85-86	2.67	D-	70-71	.67

Section 2

COURSE OFFERINGS

Heartland Community Schools – Henderson/Bradshaw offers the following courses at the high school level. The courses are listed at the grade level in which they are generally taken. Required classes are marked with an asterisk.

<p>FRESHMAN</p> <ul style="list-style-type: none"> *English 9 or English I *Computer Applications *Physical Science or Science 9 *World History *Pre-Algebra, Algebra I, or Geometry *FCS, AgriScience, or Intro to Business Chorus Band Art P.E./Health Driver's Ed (Summer) 	<p>JUNIOR</p> <ul style="list-style-type: none"> *American Lit/Comp or English III *American History *Algebra I, II, Geometry, or Pre-Calculus *Speech Journalism I or II Chemistry Skills for Living Spanish I or II Foods Band Drafting I or II Chorus Economics Prob & Stats Business Law Art I, II, III Marketing Plant Science Personal Finance Animal Science Accounting I or II P.E TECHS
<p>SOPHOMORE</p> <ul style="list-style-type: none"> *English 10 or English II *Biology *P.E./Health *Algebra I, II, or Geometry Welding Accounting I Art I or II Band Chorus Computer Applications Drafting I or II Journalism I Spanish I Woods Foods 	<p>SENIOR</p> <ul style="list-style-type: none"> *Lit/Comp or English IV *American Government (1 semester) *Economics (1 semester) Journalism I, II, or III Sociology Psychology Pre-Calculus Calculus P.E. Geometry Physics Algebra I or II Chemistry Skills for Living Spanish I or II Foods

	Band Drafting I or II Chorus TECHS Art I, II, III or IV Business Law Leadership Marketing Ag Projects Personal Finance AgriBusiness Accounting I or II
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Section 3

REQUIREMENTS FOR GRADUATION

Graduation from high school will be made on the recommendation of the Principal or Superintendent, provided the student has completed the following requirements:

English	40 hours	Comp. Appl.	5 hours
Math	30 hours	Speech	5 hours
Science	30 hours	Health	5 hours
Social Studies	30 hours	P.E.	10 hours
(American History, World History, American Government, Economics required)		Fine Arts	5 hours
		(Art, Vocal Music, Band)	

230 credit hours required for graduation.

GRADUATION

Graduation is a school-sponsored activity. All student dress code policies will be in effect. “Business Casual” attire looks great with graduation attire. Wear shoes that are comfortable and suitable for walking. Graduates should wear graduation attire appropriately and not add to or alter the regalia with additional pins, decorations, etc. The class of 2023 is a CLASS ACT and we want to make sure we look like a CLASS ACT on graduation day.

Graduation speakers – The valedictorian and salutatorian will have the opportunity to speak at graduation. In the event that there is more than one valedictorian/salutatorian, administration will make an effort to limit the speakers to two. A point system will be used where the student’s ACT score will be added to the decimal of the GPA. For example, if a student carried a 4.0 and his/her ACT score was 29, their points would equal 4.29. If there is still a tie, more than two speakers would be allowed.

Section 4

PROMOTION AND RETENTION

Students will be placed at the grade level and in the courses best suited to them academically, socially and emotionally as determined by the professional staff. Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the professional staff to be appropriate for the educational interests of the student and the educational program.

Section 5

SCHEDULE CHANGES

Changes in schedule will be made in Mr. Carr's office. No changes will be made after the first week of either semester. Scheduled changes will be made only upon approval of the teachers involved, the guidance counselor, parents, and principal.

GENERAL INFORMATION

1. All students, unless previously arranged with the principal and counselor, must take at least seven (7) solid classes each semester. All students will be strongly encouraged to only have one (1) study hall and to take seven (7) classes.
2. Students are encouraged to select a program of study that will be a challenge to their intellectual capacities, as well as preparing them for their chosen vocations.
3. Students are required to consult with their parents so a mutual understanding of individual needs will exist and be met.
4. Students are encouraged to make full use of all the school's facilities and to consult with the counselor.
5. All courses are co-educational.
6. It is the policy of Heartland Community Schools to provide equal opportunity for all its students. Therefore, in compliance with Federal and State mandates, student enrollment will not discriminate on the basis of sex, race, or handicap.
7. Students who fail courses will have their educational program reviewed by teachers, the counselor, and the principal to determine which courses will be repeated.

Section 6

INTERIM REPORTS

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

Included in the academic improvement report will be a request from the teacher for parents to contact the teacher by phone to discuss the student's academic progress. Teachers will arrange with the parents for days when the student can meet with the teacher outside the regular class period until the student returns to satisfactory academic standing.

Section 7

TEST, REPORT CARDS, GRADES

TEST, REPORT CARDS, GRADES

Any student has the right to have his grade explained; however, students must use good manners when discussing with a teacher any questionable grade.

All full time subjects successfully completed will be given five (5) credit hours per semester, with the exception of Teacher Aide's, which will receive a "P" or "F", not on GPA, 1 credit hour.

Section 8

PARENT-TEACHER CONFERENCES

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

Section 9

HONOR ROLL

At the end of each nine-week period, the grade point average of all classes for each student will be computed. There will be 3.25 to 4.0 GPA Honor Roll, with all A's listed with an asterisk. When computing the Honor Roll, one C will be allowed.

Section 10

NATIONAL HONOR SOCIETY

Juniors and Seniors may be invited to join the Heartland High School chapter of the National Honor Society. Selection for membership is based on four areas: scholarship, leadership, character, and service. The purpose of Honor Society is to promote excellence in these areas. The local chapter provides a framework for the individual student to grow by providing opportunities for leadership in the service to the school and community.

Scholarship: 3.4 GPA cumulative average

Leadership and Character: A cumulative minimum of 77% of all defined criteria met based on evaluations made by classroom teachers and activity sponsors.

Service: One significant voluntary contribution to school and/or community.

NHS Student Application

* Required

Student Name *

What email address do you check most frequently? *

What is the best way to communicate with you? *

- Email
- Cell Phone (Calling)
- Cell Phone (Texting)
- Facebook
- Twitter
- Other:

Check each activity that you are currently a participant of: *

- Science Club
- Football
- One Act Play
- Yearbook
- Volleyball
- Play/Musical
- Class Officer
- Basketball
- Student Council/Renaissance
- FBLA
- Art Club
- Track
- FFA
- Golf
- Other

One Page Essay *

Explain in essay form the ways you have exhibited leadership and character while contributing in service to the school, the church, and the community. Use specific examples.

Submit

NHS Teacher Review

Thank you for taking the time to evaluate the student who has asked for your recommendation. The time and energy you take in filling out this form will help the committee decide whether or not this individual would be a suitable member for the National Honor Society based on their leadership and character. Thanks again!
-Nora Ohrt, NHS Sponsor

Rating Scale: 5-Superior 4-Excellent 3-Good 2-Fair
1-Poor

* Required

Staff Name *

Who is the student your are filling out this application for? *

What is your association with this student (ie: class/extracurricular activity/student aide, etc...)? *

Character: This student exercises character by taking criticism willingly and accepting recommendations. *

Character: This student exemplifies desirable quality of personality (cheerfulness, friendliness, poise, stability). *

Character: This student upholds principles or morality and ethics. *

Character: This student cooperates by complying with school regulations concerning property, programs, office, halls, etc... *

Character: This student demonstrates standards of honesty and reliability. *

Character: This student observes instructions and rules, punctuality, faithfulness both inside and outside the classroom. *

Character: This student demonstrates perseverance and application to studies. *

Character: This student shows courtesy, concern, and respect for others. *

Character: This student manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and shows unwillingness to profit by mistake of others. *

Character: Please make any remarks about this student's character.

Leadership: This student is resourceful in proposing new problems applying principals and making suggestions. *

Leadership: This student demonstrates leadership in promoting school activities. *

Leadership: This student exercises influence on peers in upholding school ideals. *

Leadership: This student contributes ideas that improve the civic life of the school. *

Leadership: This student is able to delegate responsibilities. *

Leadership: This student exemplifies positive attitude. *

Leadership: This student inspires positive behavior in others. *

Leadership: This student demonstrates academic initiative. *

Leadership: This student successfully holds school offices or positions of responsibility, conducts business efficiently and effectively, and is reliable and dependable.

Leadership: This student demonstrates leadership in the classroom and in school activities. *

Leadership: This student is thoroughly dependable in any responsibility accepted. *

Leadership: Please make any remarks about this student's leadership.

Submit

Section 11

ACADEMIC INTEGRITY

STUDENT GOALS AND OBJECTIVES

The Heartland Community Schools should encourage each student:

- to achieve a feeling of self-worth
- to accept the worth and dignity of all people
- to be creative in his/her selected fields of endeavor
- to develop a positive attitude toward the rights and privileges of participating citizenship and an understanding of the responsibilities involved

- to grow as a responsible member of his/her family and to recognize the family as the basic social unit
- to attain and preserve good physical and mental health
- to plan for and appreciate the wise use of leisure time
- to develop and maintain a positive attitude toward the learning process
- to develop skills and abilities to communicate ideas and feelings
- to acquire habits of analytical thinking and problem solving
- to achieve his/her potential in the basic academic areas
- to develop skills necessary to utilize all available educational resources
- to understand the American economic system and its relationship to a productive life
- to realize the role of vocations in society and to understand the changing opportunities open to him
- to utilize guidance and counseling service to help him/her with vocational planning

HINTS FOR YOUR ACADEMIC SUCCESS

- Be on time to your classes.
- Be prepared for each class.
- Organize your materials.
- Listen carefully to your teachers.
- Keep a record of all your assignments.
- Do your homework carefully each night.
- Review your class work each night.
- Complete all assignments and projects.
- Study and prepare for each test.
- Share your schoolwork with your parents.
- Dress out and participate in physical education.
- Strive for perfect attendance.
- Ask for help if you need it.
- Read, write, and stretch your imagination.
- Strive for academic excellence!

WRITING RESPONSIBLY

“When you write a report or research paper, you need to support your ideas with information from other sources and give credit to those sources.

(If you) mislead people into thinking that all these ideas are your own.. you may be guilty of **plagiarism** – the act of presenting someone else’s ideas as your own.

In *word-for-word plagiarism*, a researcher repeats the exact words of a source without giving the necessary credit. *Paraphrase plagiarism* occurs when a researcher says basically the same thing as an original source with just a few words changed. In *spot plagiarism*, a researcher uses only a few key words or phrases as his or her own without giving credit.

You owe it to your sources, your readers, and yourself to give credit for the ideas you use.” (Writers Inc. Wilmington, MA: D.C. Heath and Co., 1996. 179, 180)

The use of **plagiarism** in assignments may place the grade for that assignment in jeopardy.

Article 6 Support Services

Section 1

SPECIAL EDUCATION IDENTIFICATION AND PLACEMENT PROCEDURES

WHAT DOES SPECIAL EDUCATION MEAN:

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

HOW ARE STUDENTS WITH DISABILITIES IDENTIFIED?

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

STUDENTS WHO MAY BENEFIT:

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

INDEPENDENT EVALUATION:

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

REEVALUATION:

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

INDIVIDUAL EDUCATION PROGRAM (IEP):

Each student with a disability must have a written IEP prepared by the staff in cooperation with parents specifying programs and services which will be provided by the schools. If necessary, the district will arrange for interpreters or other assistants to help parents in preparing and understanding the IEP. Once in place, the program is reviewed on a regular basis with the parent. An IEP is developed in a conference setting. Parents will be notified of the persons who will be in attendance. The IEP conference shall include at least the following:

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

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

SPECIAL EDUCATION PLACEMENT:

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

ALTERNATIVE PROGRAMS:

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

ACCESS TO STUDENT RECORDS:

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

NONPUBLIC SCHOOL STUDENTS:

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

PARENTAL REVIEW OF PROGRAMS:

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

Section 2

SECTION 504 OF THE REHABILITATION ACT OF 1973:

Section 504 is a Federal Civil Rights Rehabilitation Act, which prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The Act defines a person with a disability as anyone who:

1. Has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);
2. Has a record of such impairment; or
3. Is regarded as having such an impairment.

In order to fulfill obligations under Section 504, the Heartland Community Schools has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the program and practices of the school system.

The school district has responsibilities under Section 504 (Part D), which include the obligation to identify, evaluate, and if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

The Family Education Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parent or guardian the right to: (1) inspect and review

his/her child's educational records; (2) make copies of these records; (3) receive a list of all individuals having access to those records; (4) ask for an explanation of any item in the records; (5) ask for an amendment to any part of the record on the grounds that it is inaccurate, misleading, or violates the child's rights; and (6) a hearing on the issue if the school refused to make the amendment.

If there are any questions, please feel free to contact Mr. Brad Best, Section 504, Part D, Coordinator, at the Heartland Community Schools.

MIGHT CONSIDER REPLACING WHAT WE HAVE WITH THE UPDATED VERSION

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.
- 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

GUIDANCE AND COUNSELING SERVICES

Guidance and counseling services to students are available through the counselor's office. Such things as college information, scholarship information, and requests for transcripts can be done through this office. Times for individual and group conferences for high school students will also be scheduled by the counselor.

Test scheduled for this year include the following:

Grade 10 PLAN Fall

Grade 11 ASVAB (optional) Fall

Grade 10 and/or 11 PSAT (optional) Fall

Grade 11 and/or 12 ACT or SAT numerous test dates available
(College entrance tests taken on given dates)

Most colleges require that incoming freshmen take the ACT or SAT before enrolling. Forms for registering for these examinations are available in the Counselor's Office.

ACT Prep classes will be offered to students at a cost of \$50.00 per student. A student will be given a \$10.00 rebate if he/she attends all ACT Prep classes.

Section 4

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°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. A consent form is available at the school health office. If your child has asthma or diabetes and is capable of self-managing his or her health condition, contact the health office to develop a self-management plan.

Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. All medications also require a physician's authorization to be given at school. The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR). Please limit the amount of medication provided to the school to a two-week supply.

School Health Screening

Children in Preschool and Kindergarten through third grade, as well as children in sixth and ninth grades are screened for vision, hearing, dental defects, height and weight. The screening program also incorporates scoliosis and blood pressure at the sixth and ninth grades. Students entering the Student Assistance Process at any grade level, and those about whom health concerns are identified to the school nurse, may also be screened. Parents who do not wish their child to participate in the school screening program must communicate this in writing to the school health office at the start of the school year. Because Nebraska statutes require school-age screening, parents who remove their child from the screening program must submit findings from an alternate medical provider to the school by December 1.

Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six (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.

Summary of the School Immunization Rules and Regulations
For 2022-2023 School Year

Student Age Group	Required Vaccines
<p>Ages 2 through 5 years enrolled in a school based program not licensed as a child care provider</p>	<p>4 doses of DTaP, DTP, or DT vaccine 3 doses of Polio vaccine 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age 3 doses of pediatric Hepatitis B vaccine 1 dose of MMR or MMRV given on or after 12 months of age 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age</p>
<p>Students entering school (Kindergarten or 1st Grade depending on the school district's entering grade)</p>	<p>3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday 3 doses of Polio vaccine 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month</p>

	2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
Students entering 7th grade	Must be current with the above vaccinations AND receive 1 dose of Tdap (contain Pertussis booster)
Students transferring from outside the state at any grade	Must be immunized appropriately according to the grade entered.

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

The School Rules & Regulations are available on the internet:

<http://www.hhs.state.ne.us/reg/t173.htm> (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)

Updated 5/2015

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. Children will be sent home from school for live head lice. In the event a child has two (2) cases of live lice in a semester, the child will be sent home until free of both live lice and nits (eggs).
2. Health office staff will provide written treatment information and instructions, including how to check and identify head lice*.
3. A child who is sent home from school for head lice should miss no more than two (2) school days.
4. A child who has been sent from school due to head lice must come to the health office for inspection before returning to class.
5. A child who returns to class with nits (eggs) will be checked again in 7-10 days.
6. Families are encouraged to report head lice to the school health office.
7. Classroom-wide or school-wide head checks will be conducted as needed in order to control the condition at school.

*Nit removal will be emphasized for effective management of the condition. For more information call the nurse at your child's school.

TRANSPORTATION OF STUDENTS RECEIVING SPECIAL EDUCATION:

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

Article 7 Drugs, Alcohol and Tobacco

Section 1

DRUG FREE SCHOOLS, STUDENT USE OF TOBACCO
(including nicotine products, vapor products, and e-cigarettes), DRUGS, AND ALCOHOL

The possession, use, and/or distribution of tobacco (**including nicotine products, vapor products, and e-cigarettes**), drugs, alcohol, drug paraphernalia, or “look-alike” substances or devices by students are not allowed on school premises or school sponsored activities. School officials reserve the right to conduct unannounced searches for illegal substances. Searches may include the use of drug dogs.

Section 2

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 No Child Left Behind Act, if upon receipt of information regarding the content of safe and drug free school

programs and activities other than classroom instruction a parent objects to the participation of their child in such programs and activities, the parent may notify the 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

Disciplinary sanctions (consistent with local, state and federal law), up to and including expulsion and referral for prosecution, will be imposed upon students who violate these standards of conduct.

See General Training Rules for Participants for All Activities and Grounds for Short-Term Suspension, Long-Term Suspension or Expulsion for more information.

Article 8 Student Rights, Conduct, Rules and Regulations

Section 1

PURPOSE AND CONDUCT OF STUDENT 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

A. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee 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 Heartland 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.

B. 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 on a long-term suspension shall not be permitted to be on school grounds 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.

C. Expulsion:

1. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless (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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

D. 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

BODY PIERCING

Piercings should be removed if they are distracting to students, disruptive to the educational environment, pose a health risk, or are a continuing danger to students.

INAPPROPRIATE PUBLIC DISPLAYS OF AFFECTION

Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others.

BUS DISCIPLINE

First report of misbehavior by the bus driver results in a warning by the Principal.

Second report of misbehavior by the bus driver results in the Principal calling parents and reviewing bus discipline steps.

Third report of misbehavior by the bus driver results in a one week bus suspension.

Fourth report of misbehavior results in a 9 weeks bus suspension from time of infraction.

RULES FOR BUS RIDERS

I. Previous to loading (on the road and at school)

1. Be on time at the designated school bus stops; keep the bus on schedule.
2. Stay off the road at all times while waiting for the bus. Bus riders must conduct themselves in a safe manner while waiting.
3. Wait until the bus comes to a complete stop before attempting to enter the school bus.
4. Be careful in approaching bus stops.
5. Bus riders should not be permitted to move towards the bus at the school loading zone until the buses have been brought to a stop.

II. WHILE ON THE BUS

1. Keep hands and head inside the bus at all times after entering and until leaving the bus.
2. Assist in keeping the bus safe and sanitary at all times.
3. Remember that loud talking and laughing or unnecessary confusion diverts the driver's attention and may result in a serious accident.
4. Treat bus equipment as you would valuable furniture in your own home; damage to seats, etc., must be paid for by the offender.
5. Bus riders should never tamper with the bus or any of its equipment.
6. Leave no books, lunches or other articles on the bus.
7. Keep books, packages, coats and all other objects out of the aisles.
8. Help look after the safety and comfort of smaller children.
9. Do not throw anything out of the bus window.
10. Bus riders are not permitted to leave their seat while the bus is in motion.
11. Horse play is not permitted around or on the school bus.
12. Bus riders are expected to be courteous to fellow pupils and the bus driver.
13. Absolute quiet when approaching a railroad crossing stop.
14. In case of road emergency children are to remain in the bus.

III. AFTER LEAVING THE BUS

1. Cross the road, when necessary after getting off the bus (at least ten feet in front of the bus) but only after looking to be sure that no traffic is approaching from either direction.
2. Help look after the safety and comfort of small children.
3. Be alert to the danger signal from the driver.
4. The driver will not discharge riders at places other than the regular bus stop at the home or at school unless by proper authorization from the parent or school official.

IV. EXTRA-CURRICULAR TRIPS

1. The above rules and regulations would apply to any trip under school sponsorship.
2. Pupils shall respect the wishes of a competent chaperon appointed by the school.

WEDNESDAY NIGHT

There shall be no activities after 7:00 p.m. for the entire year on Wednesday evening.

CLASSROOMS, STUDY HALLS AND LIBRARY

The Media Center will remain open to be used as a library as much as possible. Students who are not assigned to a class will be assigned to study hall. They may check out to use the library if they have permission from the classroom teacher. The magazines and newspapers may be checked out to the study hall or students can read in the library. No food will be allowed in the library at any time.

Specific rules for each classroom will be as follows:

1. Students are not given locker passes, restroom passes or telephone passes to leave a classroom or study hall unless special circumstances arise.
2. Students in the hallway during class time must have a pass with them.
3. No food or drink is allowed in the library. Seeds are not permitted in the building.
4. Students are expected to bring all books and necessary materials to class. This includes study halls.
5. Assignments for all classes are due as assigned by the teacher.
6. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
7. Students are to be in their seats and ready for class on the tardy bell.
8. Special classes such as Ag Technology, Industrial Technology, Art, P.E., and computers courses will have other safety or clean-up rules that will be explained to you by that teacher which must be followed.
9. 9-12th grade students may bring items to school that may be used for educational purposes. Please understand that these items may be lost or stolen and it is the responsibility of the student to take care of their items. These items are to be used at the direction of the teacher. If a student is misusing the device, the teacher will collect the item and turn it into the office. On the first offense, the student may pick up the device at the end of the day. Second offense, a parent/guardian will need to pick up the device. Third offense, a parent/guardian will need to pick up the device and the student will serve detention. After the third offense, follow the handbook for cumulative misconduct.
10. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.

GROUND FORS SUSPENSION OR EXPULSION

Any serious breach of regulations, truancy, gross disrespect for teachers, 6 or more after-school detentions for tardies, 5 or more detentions for discipline or continued willful behavior that seriously interferes with class work or the activities of the school by a student may result in his suspension from school for a period of one to three days. The Superintendent and

Principal are empowered to impose this suspension. If the case is deemed serious enough, or if other means of correction fail to bring about proper conduct, the Superintendent and School Board, after review of the case, may expel the student. When a student has been suspended from school, he/she is placed on probation upon return to class which permits him/her to remain in school subject to good behavior.

Before suspensions or expulsions are exercised, a hearing will be held by the school administrator. The student at all times will be told the facts of the infraction and will be given the opportunity to reply to all accusations.

GROUND FOR SHORT-TERM SUSPENSION, LONG-TERM SUSPENSION, OR EXPULSION

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

1. Willfully disobeying any reasonable written or oral request of a staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes.
3. Sexual assault or attempting to sexually assault any person.
4. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property.
5. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student.
6. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from such student.
7. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon.
8. Engaging in the unlawful selling, using, possessing or dispensing of alcoholic beverages, tobacco (**including nicotine products, vapor products, and e-cigarettes**), narcotics, drugs, controlled substance, inhalant or being under the influence of any of the above; or possession of drug paraphernalia.
9. Engaging in the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-801, of the Nebraska statutes, or material represented to be alcoholic beverages, narcotics, drugs, controlled substance or inhalant.
10. Truancy or failure to attend assigned classes or assigned activities.
11. Tardiness to school, assigned classes or assigned activities.
12. The use of language, written or oral, or conduct, including gestures, which is profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
13. Public indecency as defined in Nebraska statutes, except that this subdivision shall apply only to students at least twelve years of age but less than nineteen years of age.
14. Repeated violation of any of the rules adopted by the school district or the school.

15. Engaging in any unlawful activity as determined by the United States or the State of Nebraska.
 16. Dressing in a manner wherein such dress is dangerous to the student's health and safety or to the health and safety of others or is distracting or indecent to the extent that it interferes with the learning and educational process.
 17. Willfully violating the behavioral expectations for those students riding Heartland Community School buses.
- B. In addition, a student may be suspended (short-term or long-term), or expelled, for sexual assault or attempted sexual assault of any person regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
- C. In addition, a student who engages in the following conduct on school grounds or during an educational function or event off school grounds:
- (1) 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
 - (2) the knowing and intentional possession, use or transmission of a firearm or other dangerous weapon, 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 of the following school year. Such action may be modified or terminated by the school district at any time during the expulsion period.
- D. In addition, if the student is determined to have brought a firearm to school, the student shall be expelled from school for a period of not less than one year. The Superintendent may modify such one-year expulsion requirement on a case-by-case basis.

***The term "weapon" includes dangerous objects. The term "dangerous object" shall include noxious or flammable material, fireworks, devices intended to administer an electric shock (tasers, electric batons, prods, or stun guns), chemical weapons (i.e. mace, pepper spray), martial arts weapons or other replica or facsimile or any of the above, whether functional or nonfunctional, whether designed for use as a weapon or for some other use.

HARASSMENT AND BULLYING POLICY

It is the policy of Heartland Community Schools that "bullying" type behavior is not to be permitted. These guidelines are established to respond specifically to bullying behavior.

1. Step One: The first time school personnel become aware of a possible harassment or bullying situation, the accused student will be informed that such a complaint has been filed. At that time a warning will be given regarding this kind of behavior. The consequences for this kind of behavior in the future will be clearly outlined for the student. If, in the school's opinion,

the first occurrence of harassment behavior is severe, the school may move immediately to any of the four steps in the harassment policy. In other words, the policy may or may not be used sequentially. Moreover, at any stage the student may be disciplined under the student code by actions which may include expulsion, in the event the conduct is also a violation of other provisions of the student code.

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

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

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

HARASSMENT AND BULLYING PROGRAM LEVELS

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

1. Level I: The guidelines for a Level I placement are listed below:
 - a. The length of the assignment will be for a minimum of two weeks.
 - b. The student will report to the office no later than 8:00 a.m. each morning.
 - c. The student will eat on campus at an assigned table.
 - d. The student will report to an assigned room at the end of the day, and will remain until 3:45 p.m. This will allow all other students to leave the school grounds in safety.
2. Level II: The guidelines for this level are listed below:
 - a. The length of the assignment will be for a minimum of two weeks.
 - b. The student will report to the office no later than 8:00 a.m. the morning.
 - c. The student will eat on campus at an assigned table.
 - d. The student will report to an assigned room at the end of the day, and remain until 3:45.
 - e. The student will remain in class at the end of each period. The student will be under direct teacher supervision during passing time. The teacher will dismiss the student at the end of the passing period. The student will then have three minutes to get to his/her next class.

3. Level III: This is a long-term assignment. The guidelines are listed below. All items listed in Level II will be used, except the length of the assignment will be no less than six weeks, and may remain in effect until the end of the school year and continue into the next, if determined to be appropriate.

ELECTRONIC DEVICES

- First offense – student will pick up device at the end of the day.
- Second offense – parent/guardian may pick up the device at the end of the day.
- Third offense – parent/guardian may pick up the device at the end of the day and the student will serve detention.
- After the third offense, follow the handbook for cumulative misconduct.

Students are responsible for their devices.

STUDENT ATTIRE

The school administration and teachers will continue to encourage all to behave and dress in a fashion that reflects good taste and a style appropriate for a school day or school activity.

An individual's dress, personal appearance, and cleanliness, as well as behavior, should reflect a sensitivity to and a respect for others. The fact that a school will permit a wide variety in school clothes does not mean that all styles are equally appropriate. **The final decision in those situations of disagreement will be resolved by the school administration after consultation with the student and parents/guardians.**

Students will be expected to adhere to the following guidelines during school functions on or off school property:

1. Students will not be allowed to wear clothing, jewelry, or attire that presents a material risk to the safety or wellbeing to either themselves or anyone else.
2. Students will not be allowed to wear clothing, jewelry, or attire that materially interferes with the learning/instructional environment in school.
3. Students are not to wear clothing which excessively exposes the midriff. The wearing of pants, jeans, or shorts should not be worn in a sagging fashion below the waistline.
4. Clothing usually worn as undergarments may not be worn as outer garments - such items may include but are not limited to sports bras, spandex tops and boxer shorts.
5. No thin straps, halter tops or no strapless backs.
6. Skirts, dresses and shorts - As a reference, the length of clothing should generally extend beyond a closed fist when your arms are at your side.
7. Clothing which promotes alcohol, tobacco/tobacco products (**including nicotine products, vaping products, and e-cigarettes**) or drugs, or which contain any

inappropriate messages is prohibited. Inappropriate messages may include but are not limited to innuendos, entendres, profanity, implied profanity, hate speech and anything that would promote a violation of the law and/or the student code of conduct.

8. Shoes, boots or sandals must be worn at all times.
9. Students are not allowed to wear hats, caps, visors, or sunglasses in the school building during the school day. For special occasions, exceptions may be allowed. These special occasions will be determined by the principal.
10. Mesh shirts must have a t-shirt worn under them.
11. All sleeveless shirts must have finished seams and edges. Clothing must also cover the area under the arm.

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

Students who violate dress code guidelines will be required to correct the violation by changing into something appropriate at school or returning home to change. A detention or suspension may be given to make up the time away from school. Repeated dress code violations may result in more severe consequences. Significant, intentional, or repeated violations of the dress code may result in formal disciplinary consequences that may include detention or suspension.

Heartland Community Schools - Level of Consequence

Behaviors	Step 1 Student/ Teacher Conference	Step 2 1/2 Hour detention Parent Contacted	Step 3 1 or more hours detention assigned by off. Par Contacted	Step 4 In-School Suspension by office Par Contacted	Step 5 Short Term OSS 1-5 days Parent Contacted	Step 6 Long Term OSS 6-20 days Parent Contacted	Step 7 Emergency Exclusion Parent Contacted	Step 8 Alternative Education Plan Par Contacted	Step 9 Expulsion Parent Contacted
Cheating & Plagiarism	1st Offense-zero on assign.,2nd Offense-zero & move to Step 3								
Failure to Follow Directions									
Inappropriate Clothing									
Stealing									
Lying									
Harassment/ Threats									
Cumulative Misconduct									
Skippping Assigned Area/Truancy									
Defiance of Authority Insubordination									
Aggressive behavior Profanity/Obscenity									
Assault/Fighting									
Drugs/Alcohol Tobacco									
Weapons/Explosives									

Section 4

LAW VIOLATIONS AND POLICE CUSTODY

Cases of law violations or suspected law violations by students will be reported to the police or other proper authorities, and to the student's parents or guardian as soon as possible. When a principal or other school official releases a minor student to a police officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the police office with the address and telephone number of the minor's parents or guardian.

Section 5

FUND RAISING PROJECTS

Before any class or organization pursues any type of work or fund raising projects, they must receive the approval of the administration.

Article 9 Extracurricular Activities: Rights, Conduct, Rules, and Regulations

Section 1

GUIDELINES FOR INTERSCHOLASTIC ACTIVITIES

These policies are in agreement with the Nebraska State Activities Association and the National Federation of State High School Athletic Association. They are also in complete agreement with the philosophy of all people involved in Heartland Community School Activities.

I. PHILOSOPHY

1. Interscholastic activities shall be an integral part of the total secondary school educational program that has as its purpose to provide educational experiences not otherwise provided in the curriculum which will develop learning outcomes in the areas of knowledge, skills, and emotional patterns and will contribute to the development of better citizens. Emphasis shall be upon teaching - through - activities in addition to teaching the - skills - to each student.

II. OBJECTIVES

1. To provide natural outlets for students desiring to participate on teams in competition with other students in school.
2. To assist in the development of high levels of strength, endurance, and vitality.
3. To teach good sportsmanship.
4. To develop ideals of self-sacrifice and denial.
5. To further develop the health of each individual so he/she will be a contributing member of his/her society.
6. To help develop skills that has carry-over value of worthy use of leisure time.
7. To create an atmosphere of unity; to foster a school spirit growing out of the school's activity endeavor, a spirit which will make the educational process more effective.

Section 2

CODE OF CONDUCT

III. GENERAL TRAINING RULES FOR PARTICIPANTS FOR ALL ACTIVITIES

(Approved 07-22-03)

THE FOLLOWING TRAINING RULES WILL BE IN EFFECT ALL YEAR LONG, INCLUDING SUMMER FOR ALL EXTRA CURRICULAR ACTIVITIES.

1. All training rules will apply to any student participating in any school sponsored activities. All training rules will apply to all students from the time the student enters seventh grade until the end of that student's senior year. Example: 7th grade 1st offense, 9th grade 2nd offense, 12th grade 3rd offense. **If any activity extends beyond graduation, all training rules will be in effect.**
2. A training violation will be defined as the following:
 - a. Using any form of tobacco (including nicotine products, vapor products, and e-cigarettes), or the possession thereof.
 - b. Consumption of alcoholic beverages, or the possession thereof.
 - c. Use or possession of illegal drugs or illegal drug paraphernalia.
 - d. Cited, charged or convicted of any misdemeanor or felony.
 - e. This includes their involvement, participation, or given a warning.
 - f. A student will be considered in violation of items b, c, d, or e if he/she is present during such illegal activities.
3. Such violations should be reported to the coach, sponsor, athletic director or school administration, or appear in the court records of a newspaper or by admission of guilt by the student. The report can also be made by any person who has knowledge of any of the above listed violations.
4. After a reported violation, the sponsors of the activities involved, the athletic director, and principal will discuss the violation with the student and notify his/her parent(s). If the student or parent(s) do not agree with the decision or action, he/she or parent(s) has the right to appeal to the superintendent. If the student or parent(s) appeal the decision, the student shall not take part in any activities until a decision is reached.
5. All rules and regulations will be enforced.
6. **Any student found in violation of the listed infraction shall be subjected to the following disciplinary actions:**
 - a. **First Offense** - This will result in a 30 day suspension or a 15 day suspension and SCIP Drug Evaluation with 7 hours counseling from all activities and commences with the next performance, scheduled contest, or program in which the student would be eligible to participate. **The student will be eligible to participate in all practices.**
 - b. **Second Offense** - This will result in a 120 day suspension or a 60 day suspension and a SCIP Drug Evaluation and 15 hours of counseling from all activities and also commences with the next performance, scheduled contest, or program in which the student would be eligible to participate. **The student is eligible to participate in any practices with the approval of the head coach, activities and athletic director, and principal.**
 - c. **Third Offense** - One year (365 days) suspension commencing with the next performance, scheduled contest, or program in which the student would be eligible. **The student will not be allowed to participate in any practices.**
 - d. **Fourth Offense** - Permanent suspension from all school-sponsored activities.

- e. All suspensions will carry over to the following school year for any remaining days.
- f. **Counseling:** Although counseling is not required during the suspension, the student is strongly encouraged to seek counseling.

7. Other Stipulations: (On second, third, fourth offense)

- a. Any student suspended will forfeit any appointed or elected position for the remainder of the year.
- b. Awards: (1) A student will not receive a letter award if the violation occurs during the actual season. (2) A student will not be nominated or eligible for any awards during the season(s) during which the suspension occurs. Awards outside of school control would not be affected.

OTHER PARTICIPATION RULES

1. The student must have an acceptable haircut; any hairstyle that impairs a student's vision will be considered unacceptable.
2. An obvious skip of practice will result in the student not participating in the scheduled contest for that week. A repeat of the violation could result in dismissal from the activity. The merit of the excuse is to be decided by the sponsor of that activity.
3. All students will obey the curfews set by each activity sponsor. Any student violating this curfew will not be allowed to participate in the next contest.
4. Swearing will not be tolerated and those guilty will be given suitable consequence and if continued will be dismissed from the activity. Suitable consequence will be determined by the sponsor of that activity.
5. Any unbecoming conduct by a student which reflects poorly on the Heartland Community Schools or activity sponsor, may result in expulsion from participation in the activity. This action, if necessary, will be taken by the activity sponsor working in connection with the administration.

Section 3

ATTENDANCE

6. The common sense policy in regard to school attendance and practice is adhered to at Heartland Community Schools. A team/activity member is not allowed to practice/compete/participate on a day he/she is unable to be in school attendance from 11:35 AM-3:30 PM because of an illness or unexcused absence unless participation is approved by the administration or athletic director. Also, if a student is unable to participate in an activity because of illness, they should not come back for another activity later that evening. Example: A student is in school until 3:30, but goes home to rest and misses after school practice/activity. The student should not return for an evening practice or performance. The student should stay home and rest in order to recover for the next day.
7. Activities on Sunday are subject to the Superintendent's approval.
8. There will be no mandatory practice sessions held on days when school has been called off because of inclement weather.

Section 4

ACADEMIC STANDARDS

Any student failing two or more classes will be on probation for a period of one week (beginning Sunday), thus notifying the parent and student the need for raising the grade. If the student is still failing two or more classes the following week, the student will be ineligible for extracurricular activities that week (beginning Sunday). Once the student is no longer failing 2 or more classes, the student will be eligible the following Sunday. In addition to expectations for current classes, students will also have a one week probation period for classes in which they have earned an incomplete. If the student has not completed the course after the one week probation period, the student will be ineligible the following week until the incomplete work has been turned in and graded. Extracurricular activities include, but are not limited to: athletics, FFA, FBLA, art club, drama performances, school dances, and music (excluding whole group, classroom curriculum, performances that are for a grade).

Possible scenario for a student being eligible/ineligible:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				10 a.m. report <u>Student failing 2 or more classes or 1 incomplete</u>	Game Day	
Begin Probation Week		Game Day		10 a.m. report <u>Student failing 2 or more classes or 1 incomplete</u>		Game Day
Begin Ineligible Week		Game Day		Game Day 10 a.m. Report, <u>Student failing 1 class, 0 incomplete</u>	Play Production	Play Production
Eligible this week.		Game Day		10 a.m. Report...	Game Day	Game Day

IV. GENERAL INFORMATION FOR ACTIVITIES

1. Each student who expects to participate in athletics shall once each year present a physician's certification stating he/she is physically fit to participate prior to competing in practice or competition.

2. If an athlete is under medical advice not to participate, he/she will not be allowed to do so regardless of the feelings of the athlete, parents, or coaches. Upon returning to practice he/she must have a written doctor's report of that nature.
3. Each student must follow the rules of the student handbook regarding activity slips.
4. Each athlete must be covered by accident insurance provided by the parent or guardian. In the event the family or guardian does not have insurance coverage, the same shall provide a signed statement declaring the school not liable for any expenses incurred by injury or accident.
5. Dress of team members making trips should be clean, neat, and in good taste.
6. Student participants will travel to and from out-of-town events as a unit. Any exception to this rule must be approved by the parents in writing and the coach/sponsor.
7. Heartland Community Schools has a no-cut policy in all activities. No student will be cut or dropped from a team because of lack of ability.
8. Students that are issued equipment are responsible for the equipment, and if it is lost or abused, he/she will pay for replacement on the value left on the equipment. This will be assessed by the activity sponsor in charge and approved by the athletic director or principal.

**HEARTLAND COMMUNITY SCHOOL
TRAINING AND PARTICIPATION RULES AND VIOLATION REPORT**

Student _____ Date of Violation _____

Nature of Violation _____

Discipline Action Taken _____

Violation Reported By _____ Date _____

Are there any previous violations this school year? _____

Yes & Date No

Did student admit to violation? _____

Yes

No

Contact with parent/guardian _____

Yes & Date No Letter-Phone-Visit

Comments: _____

Other student(s) reported involved: _____

The dates of this suspension shall be from _____ to _____
 and _____ to _____ if necessary.

 Signature of Reporting Administrator Date

Concussion Return to Learn – A Closer Look at the Protocol

<u>Steps</u>	<u>Progression</u>	<u>Description</u>
1	HOME- Relative Rest	<ul style="list-style-type: none"> • Stay at Home, No Driving • No Mental Exertion (Computer, Texting, Homework)
2	HOME- Light Mental Activity	<ul style="list-style-type: none"> • Stay at Home, No Driving, No Prolonged Concentration. • Up to 30 Minutes of Mental Exertion
Progress to next level when able to handle up to 30 minutes of mental exertion without increase in symptoms		
3	School- Part Time <ul style="list-style-type: none"> • Maximum Accommodations • Shortened Day/Schedule • Built-in Breaks 	<ul style="list-style-type: none"> • Modify rather than postpone academics • Extra time, extra help, and modification of assignments. • No significant classroom or standardized testing • Provide quiet place for scheduled mental rest.
Progress to next level when able to handle up to 30-40 minutes of mental exertion without increase in symptoms		
4	School- Part Time <ul style="list-style-type: none"> • Moderate Accommodations • Shortened Day/Schedule 	<ul style="list-style-type: none"> • Moderate decrease of extra time, help and modified assignments. • Modified classroom testing.

		<ul style="list-style-type: none"> • Modified standardized testing.
Progress to next level when able to handle up to 60 minutes of mental exertion without increase in symptoms		
5	School- Full Time <ul style="list-style-type: none"> • Minimal Accommodations 	<ul style="list-style-type: none"> • Continued decrease of extra time, help and modification of assignments. • May require support in academically challenging subjects • No Standardized tests, but routine tests OK
Progress to the next level when able to handle all class periods in succession without increase in symptoms AND receives medical clearance for full return to academics and athletics.		
6	School Full Time <ul style="list-style-type: none"> • Full Academics • No Accommodations 	<ul style="list-style-type: none"> • Attends all classes-Standardized Tests OK

Things to Note:

- Progression is individual. Students may start at any step and remain there as long as necessary.
- Return to the previous step if symptoms increase.
- When symptoms continue beyond 2-3 weeks, extended in-school support is required.
Consider requesting an SAT or a 504 meeting to plan and coordinate student supports.

Return to Play – A Closer Look

<u>Steps</u>	<u>Progression</u>	<u>Exercise</u>
1	No physical activity as long as there are symptoms.	<ul style="list-style-type: none"> • Complete Physical Rest.
Progress to Step 2 when cleared by a medical provider and 100% symptom free for 24 hrs.		
2	Light Aerobic Activity <ul style="list-style-type: none"> • Increase heart rate • Light to moderate exercise that does not require cognitive attention or high degree of concentration. 	<ul style="list-style-type: none"> • 10-15 minutes of exercise, no resistance training. • Walking • Swimming • Exercise Bike
Progress to Step 3 when symptom free for 24 hours after step 2 activities. If symptoms return, go back to Step 2.		
3	Sport Specific Exercise <ul style="list-style-type: none"> • Add movement • Increased attention to 	<ul style="list-style-type: none"> • 20-30 minutes of supervised play, low risk activities.

	coordination required.	<ul style="list-style-type: none"> •Running in gym, on field or treadmill •NO weightlifting •NO head impact activities •NO helmet or other equipment.
Progress to Step 4 when symptom free for 24 hours after step 3 activities. If symptoms return, go back to step 3.		
4	Non-contact training drills <ul style="list-style-type: none"> •Exercise, coordination •Athletes sport without risk of head injury 	<ul style="list-style-type: none"> • Progression to more complex training drills- run/jump as tolerated. • May start progressing resistance training • Non-Contact training in full equipment
Progress to Step 5 when symptom free for 24 hours after step 4 activities. If symptoms return, go back to step 4.		
5	Full Contact Practice <ul style="list-style-type: none"> • Normal training activities after medical clearance. •Restores Confidence •Functional skills assessed by coaching staff 	<ul style="list-style-type: none"> • Full contact practice/training
Progress to Step 6 when symptom free for 24 hours after step 2 activities. If symptoms return, go back to Step 5.		
6	Return to Play	<ul style="list-style-type: none"> • Normal game play with no restrictions

Things to Note:

- Concussion Management Team should be aware of the state laws and which healthcare providers may clear a student.

- To begin the return to play progression:

Student must be symptom free;

Student should have no academic accommodations in place;

Student must be cleared by a health care provider.

- Student may spend 1-2 days at each step before advancing.

- If post-concussion symptoms occur at any step, stop activity and have the Concussion Management Team reassess.

Section 5

“TEAM SELECTION” and “PLAYING TIME”

“Team selection” and “playing time” decisions are the responsibility of the individual coach or sponsor of the activity. Consistent, however, with the purposes of the activities program, the coaches and sponsors shall follow the following established guidelines for team selection and playing time decisions, along with such other guidelines as each individual coach and sponsor may develop which are not inconsistent with these established guidelines:

1. School Representative. Student participants must demonstrate that they can and will represent themselves and their school in a manner which reflects the development of high ideals and appropriate values, which shall include good citizenship in the school and in the community.
2. Success. Student participants must demonstrate that they can make the activity program more successful, both from a standpoint of competitive success and success in promoting a positive school spirit. Characteristics for purposes of these criteria include the student’s: (1) talent or skill, (2) desire to improve the student's own skills or talents as well as those of others in the activity, and (3) attitude of respect towards teammates, the coach, the school, and the community.

Section 6

DANCE RULES

1. All students who come to the dance are to stay inside.
2. If students leave, they will not be readmitted.
3. Dances are intended for Heartland High School students. Outside dates must be signed up in the office and approved by the Administration prior to the dance. No dates 20 years or older will be approved. No middle school students are allowed to attend high school dances.
4. No students will be admitted to a dance after it has been in progress for 30 minutes, unless prior arrangements have been made with the sponsor and administration.
5. Beginning times will be determined by the sponsor and administration. Dances will end no later than 12:00 a.m.
6. All school rules apply to dances.
7. Specific student dress at dances may be determined by the sponsor.
8. Students need to meet extracurricular eligibility requirements to attend dances at HCS. Students must meet the same requirements in order to be considered “in good standing” to attend a dance at another school.

Section 7

RELATIONSHIPS BETWEEN PARENTS AND COACHES/SPONSORS

Both parenting and coaching are very difficult vocations. By establishing an understanding between coaches and parents, both are better able to accept the actions of the other and provide a more positive experience for everyone.

Parents have the right to know the expectations placed on them and their children. Coaches and sponsors have the right to know that if parents have a concern, they will discuss it with the coach at the appropriate time and place.

Parents' Role in Interscholastic Athletics and Other Extracurricular Activities

Communicating with your children

- Make sure that your children know that win or lose, scared or heroic, you love them, appreciate their efforts and are not disappointed in them. This will allow them to do their best without fear of failure. Be the person in their life they can look to for constant positive reinforcement.
- Try your best to be completely honest about your child's athletic ability, competitive attitude, sportsmanship and actual skill level.
- Be helpful but don't coach them. It's tough not to, but it is a lot tougher for the child to be flooded with advice and critical instruction.
- Teach them to enjoy the thrill of competition, to be "out there trying," to be working to improve their skills and attitudes. Help them develop the feeling for competing, for trying hard, for having fun.
- Try not to relive your athletic life through your child in a way that creates pressure. If they are comfortable with you win or lose, then they are on their way to maximum enjoyment.
- Don't compete with the coach. If your child is receiving mixed messages from two (2) different authority figures, he or she will likely become disenchanted.
- Don't compare the skill, courage, or attitude of your child with other members of the team.
- Get to know the coach(es). Then you can be assured that his or her philosophy, attitudes, ethics, and knowledge are such that you are happy to have your child under his or her leadership.
- Always remember that children tend to exaggerate, both when praised and when criticized. Temper your reaction and investigate before overreacting.

Communicating with the Coach

- Communication you should expect from your child's coach includes:
 - Philosophy of the coach

- Expectations the coach has for your child
- Locations and times of all practices and contests
- Team requirements
- Procedure should your child be injured
- Discipline that results in the denial of your child's participation
- Communication coaches expect from parents
 - Concerns expressed directly to the coach
 - Notification of any schedule conflicts well in advance
 - Specific concerns in regard to a coach's philosophy and/or expectations
- Appropriate concerns to discuss with coaches:
 - The treatment of your child, mentally and physically
 - Ways to help your child improve
 - Concerns about your child's behavior
 - Injuries or health concerns. Report injuries to the coach immediately!! Tell the coach about any health concerns that may make it necessary to limit your child's participation or require assistance of trainers. Students are sometimes unwilling to tell coaches when they are injured, so please make sure the coach is told.
- Issues not appropriate to discuss with coaches:
 - Playing time
 - Team strategy
 - Play calling
 - Other student-athletes (except for reporting activity code violations)
- Appropriate procedures for discussing concerns with the coaches:
 - Call to set up an appointment with the coach
 - Do not confront a coach before or after a contest or practice (these can be emotional times for all parties involved and do not promote resolution)
- What should a parent do if the meeting with the coach did not provide satisfactory resolution?
 - Call the athletic director to set up a meeting with the athletic director, coach, and parent present.
 - At this meeting, an appropriate next step can be determined, if necessary.

Section 8

GOOD SPORTSMANSHIP--BEHAVIOR EXPECTATIONS OF SPECTATORS

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

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

Responsibilities of Spectators Attending
Interscholastic Athletics and Other Extracurricular Activities

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

Section 9

STUDENT FEES POLICY

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

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

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

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. The District does so by setting forth the following guidelines and policies. This policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. The Policy includes Appendix "1," which provides further specifics of student fees and materials required of students for the 2022-2023 school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

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

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical

classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

(2) Personal or consumable items & miscellaneous

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

(b) Courses

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

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

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

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

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

(3) Extracurricular Activities—Specialized equipment or attire. Extracurricular activities means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District. The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouth pieces, and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extracurricular activities or for paying a reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

(4) Extracurricular Activities—Fees for participation. Any fees for participation in extracurricular activities for the 2021-22 school year are further specified in Appendix “1.” Admission fees are charged for extracurricular activities and events.

(5) Postsecondary education costs. Students are responsible for postsecondary education costs. The phrase “postsecondary education costs” means tuition and other fees only associated with obtaining credit from a postsecondary educational institution. For a course in which students receive high school credit and for which the student may also receive postsecondary education credit, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.

(6) Transportation costs. Students are responsible for fees established for transportation services provided by the District as and to the extent permitted by federal and state laws and regulations.

(7) Copies of student files or records. The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the

student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

(8) Participation in before-and-after-school or pre-kindergarten services. Students are responsible for fees required for participation in before-and-after-school or pre-kindergarten services offered by the District, except to the extent such services are required to be provided without cost.

(9) Participation in summer school or night school. Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

(10) Breakfast and lunch programs. Students shall be responsible for items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations. Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like. Students may be required to bring money or food for field trip lunches and similar activities.

(11) Waiver Policy. The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced-price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.

(12) Distribution of Policy. The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to every student of the District or to every household in which at least one student resides, at no cost.

(13) Student Fee Fund. The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which it was collected from students. Funds subject to the Student Fee Fund consist of money collected from students for: (1) participation in extracurricular activities, (2) postsecondary education costs, and (3) summer school or night school.

(14) Non Discrimination. 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 (including gender identity and sexual orientation), 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.

Appendix“1” to 2022-2023 Student Fees Policy of Heartland Community Schools— Additional Specification of Required Materials and Fees

Programs	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
Elementary Program		
Suggested school supplies		\$10-\$25
Junior High Program		
Suggested school supplies		\$10-\$30
8 th Speech	4x6 lined note cards, stopwatch, tablet.	
Science	Composition book	
Art	Sketchbook	
	Pens (black/red) pencils, Markers, highlighters, folders notebooks, basic calc., Kleenex	
Secondary Program	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
PreCal & Prob/Stats classes	Graphing calculator	\$100-\$125

Sophomore English	Folders, 4x6 lined note cards, steno, pens, 2 spiral notebooks, camera.	\$10-\$15
Senior English	Paperback book, notebook, note cards.	\$10-\$15
Speech	Stopwatch, 4x6 lined note cards, legal pad, colored pencils/markers optional.	
Science	Scientific calculator, notebook	
	3-ring binder, small notebook.	
Extracurricular and other programs	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
Chorus	Cleaning	\$10
Band	Cleaning	\$20
Instrumental Rental		\$1-\$15
Driver's Education		Fee to be set in February for summer of 2023.

Article 10

Section 1

NOTICE OF NONDISCRIMINATION

The Heartland Community Schools does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status in the admission, access to its facilities or programs or activities, treatment, or employment.

Section 2

DESIGNATION OF COORDINATORS

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
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Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Superintendent
Title IX	Discrimination or harassment based on sex; gender equity	Superintendent
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Superintendent
Homeless student laws	Children who are homeless	Superintendent
Safe and Drug Free Schools and Communities	Safe and drug free schools	Superintendent

The Coordinator may be contacted at: 1501 Front Street, Henderson, NE 68371; 402-723-4434

Section 3

ANTI-DISCRIMINATION & HARASSMENT POLICY

Elimination of Discrimination: The Heartland Community Schools 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: Purpose: Heartland Community Schools is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful teachers, co-workers, students or other persons are prohibited. In addition, the Heartland Community Schools will try to protect employees and students from reported discrimination or harassment by non-employees or others in the workplace and educational environment.

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

SECTION 504 OF THE REHABILITATION ACT OF 1973:

Section 504 is a Federal Civil Rights Rehabilitation Act, which prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The Act defines a person with a disability as anyone who:

1. Has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);
2. Has a record of such impairment; or
3. Is regarded as having such an impairment.

In order to fulfill obligations under Section 504, the Heartland Community Schools has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the program and practices of the school system.

The school district has responsibilities under Section 504 (Part D), which include the obligation to identify, evaluate, and if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

The Family Education Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parent or guardian the right to: (1) inspect and review his/her child's educational records; (2) make copies of these records; (3) receive a list of all individuals having access to those records; (4) ask for an explanation of any item in the records; (5) ask for an amendment to any part of the record on the grounds that it is inaccurate, misleading, or violates the child's rights; and (6) a hearing on the issue if the school refused to make the amendment.

If there are any questions, please feel free to contact Mr. Brad Best, Section 504, Part D, Coordinator, at the Heartland Community Schools.

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:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.

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

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

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student.

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want information about the student designated as directory information is as follows: two (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.

Notice Concerning Designation of Law Enforcement Unit:

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

Section 7

NOTICE CONCERNING DISCLOSURE OF STUDENT RECRUITING INFORMATION

The No Child Left Behind Act of 2001 requires Heartland Community Schools to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that Heartland Community Schools not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written parental consent. Heartland Community Schools will comply with any such request.

Section 8

NOTICE CONCERNING STAFF QUALIFICATIONS

The No Child Left Behind Act of 2001 gives parents/guardians the right to get information about the professional qualifications of their child's classroom teachers. Upon request, Heartland Community Schools will give parents/guardians the following information about their child's classroom teacher:

1. Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or provisional teaching certificate.

3. The baccalaureate degree major of the teacher. You may also get information about other graduate certification of degrees held by the teacher, and the field of discipline of the certification or degree. We will also, upon request, tell parents/guardians whether their child is being provided services by a paraprofessional and, if so, the qualifications of the paraprofessional. The request for information should be made to an administrator in your child's school building. The information will be provided to you in a timely manner. Finally, Heartland Community Schools will give timely notice to you if your child has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet the requirements of the Act.

Section 9

STUDENT-PRIVACY PROTECTION POLICY

It is the policy of Heartland Community Schools 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

A. General - Parental/Community Involvement in Schools:

Heartland Community Schools 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 courses, 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 proper 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.

B. Title I Parental Involvement Policy:

The District's Title I Parental Involvement Policy is established in compliance with the No Child Left Behind Act. 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 I.

Policy Involvement: Each school served under the Title I program will:

1. 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.
2. 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.
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs.
4. 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.
5. 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:

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

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

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

Section 12

LUNCH TICKETS

Lunch payment should be made in the morning before classes begin. All 7-12 students must carry their cards with them. These cards also will be used to check out library books. There will be a \$3.00 charge for lost cards. If a student forgets his/her card, they are simply required to go to the end of the line and the operator will look up their number. This will not keep them from eating. This system will also give parents the opportunity to see, on a printout, how many meals their children have eaten. Each student will have an individual account. A family may still write one check for more than one child, but a portion of that check must be credited to each student. It can be credited equally or however parents want it distributed. Parents are asked to pay \$65.00 (20 meals) for each child in advance. When the account has less than \$10.00, a reminder will be sent home. Second services of milk will be available for an additional cost of \$0.40. Students have the option to purchase extra meal servings for \$1.00 if they have a positive balance in their lunch account. Prices for each lunch will be \$3.25 for students 7-12.

Breakfast is served from 7:50-8:15 each day of school, the cost is \$1.95 for students and. A "Grab-N-Go" breakfast will be available at the same price for students in grades 7-12 and staff members. Students and staff members wanting a "Grab-N-Go" breakfast will need to sign up in advance. Breakfast will not be served on "Late Start" days.

(Lunch Continued)The District has agreed to participate in the National School Lunch Program and accepts responsibility for providing free and reduced price meals to eligible children in the schools under its jurisdiction. The District provides the United States Department of Agriculture's required nondiscrimination statement:

Non-Discrimination 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 (including gender identity and sexual orientation), 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.

The following information will be available in the office of the Superintendent:

- Eligibility criteria for free and reduced meals
- Parent letter and application
- Public release
- Collection procedure

Military Recruiting Permission Form

Section 9528 of the **No Child Left Behind Act of 2001** requires schools to release your family's private information to military recruiters unless you "opt out" in writing.

_____ As a parent, I am exercising the right to "opt out" and request that you do not turn over the name, address, and telephone number of the following student to military recruiters.

_____ As a parent, I allow the school to provide my student's name, address, and telephone number to military recruiters.

School: Heartland Community Schools

Student Name: _____

Signature of Student: _____

Signature of Parent: _____

Date: _____

Federal public law 107-110, section 9528 of the ESEA, "No Child Left Behind Act" requires school districts to release student names, addresses, and phone numbers to military recruiters upon request. The law also requires the school district to notify students and parents of the right to opt-out from this by requesting that the district not release student's information to military recruiters. This form is intended to serve as a request to withhold this information.

ASBESTOS NOTIFICATION

The Environmental Protection Agency regulation requires that all students, patrons and employees of the Heartland Community Schools be notified as to the location of asbestos containing materials in the school building.

Inspections conducted by ATC Environmental, Inc., of Omaha confirmed earlier inspections conducted in 1983 that there is pipe insulation containing asbestos particles in several locations in the school. These are located in the south gym, the stage, the furnace room, room 112, and several maintenance storage areas. Although the pipe insulation does contain asbestos particles, ATC Environmental Inc., found them to be properly encapsulated and therefore poses no threat to the students or employees of Heartland Community School.

Management plans, as required by law, have been filed with the State Health Department and should the materials become damaged in any way, the proper action will be taken by school personnel to ensure a safe environment for all students and employees. Matt Quiring, Maintenance Director, has received special training, as required by the EPA, to deal with any asbestos related incidents.

If any employees or students have questions or observe any damage to any asbestos covered materials, they should contact the superintendent's office. A detailed diagram of existing asbestos locations in the school building may be obtained from the superintendent's office.

A plan of action to deal with the asbestos is available for inspection in the superintendent's office.

SUMMATIVE TEACHER/EDUCATIONAL SPECIALIST
EVALUATION-PERMANENT TEACHER/SPECIALISTS



*Heartland Community
Schools*

TEACHER/SPECIALIST INFORMATION:

Teacher/Specialist Name: [Click here to enter text.](#)
Evaluator: [Click here to enter text.](#)

Grade/Subject Area: [Click here to](#)
School Year: [Click here to enter text.](#)

Part I: Nebraska Effective Practices (see detailed Frameworks rubrics)

EFFECTIVE PRACTICE: (1) Planning and Preparation. The teacher plans using district and state content standards, district-supported curriculum, instructional materials and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.

Evaluator Rating	Description
<input type="checkbox"/> Proficient	The teacher plans for students to meet district and state content standards. Examples of possible indicators include: <ul style="list-style-type: none">● Collaboration with colleagues aligning curriculum vertically and horizontally.● Applying research based strategies.● Provide challenging opportunities for all students to reach their highest level of excellence.● Use data and identify learning goals and instructional objectives for students.
<input type="checkbox"/> Unsatisfactory	The teacher does not use district and state content standards, district-supported curriculum, instructional materials and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.

Evaluator's Comments:

[Click here to enter text.](#)

EFFECTIVE PRACTICE: (2) The Learning Environment. The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social emotional development, and academic growth and achievement.

Rating	Description
<input type="checkbox"/> Proficient	The teacher creates and maintains an active learning environment that fosters positive relationships with each student, and promotes ownership through student engagement in learning, development, achievement, and safety. The teacher promotes diversity through recognition of students' experiences, social-emotional, linguistic, and physical strengths and needs.
<input type="checkbox"/> Unsatisfactory	The teacher fails to create and/or maintain a safe, effective, or engaging learning environment
Evaluators Comments:	

EFFECTIVE PRACTICE: (3) Instructional Strategies. The teacher uses effective instructional strategies to ensure growth in student achievement.

Evaluator Rating	Description
<input type="checkbox"/> Proficient	<p>The teacher regularly uses effective instructional strategies to ensure growth in student achievement. Examples of possible indicators include:</p> <ul style="list-style-type: none"> ● Uses a variety of strategies ● Uses multimodal instructional tools ● Engages students in rigorous learning experiences
<input type="checkbox"/> Unsatisfactory	The teacher fails to use effective instructional strategies and growth in student achievement is below expectations.
Evaluator's Comments:	
Click here to enter text.	

EFFECTIVE PRACTICE: (4) Assessment. The teacher systematically uses a balanced assessment system that includes formative, interim, and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting.

Evaluator Rating	Description
<input type="checkbox"/> Proficient	The teacher consistently and systematically develops and uses multiple methods of formative, interim, and summative assessment to measure student progress. The teacher uses assessment results when <u>planning, preparing for instruction, and reporting.</u>
<input type="checkbox"/> Unsatisfactory	The teacher has little or no understanding of assessment methods and uses them inconsistently or incorrectly. Assessment results are ignored or not used appropriately.
Evaluator's Comments:	
Click here to enter text.	

EFFECTIVE PRACTICE: (5) Professionalism. The teacher exhibits a commitment to professional ethics and the school's vision, mission and goals, and is a responsible member of the professional community.

Evaluator Rating	Description
<input type="checkbox"/> Proficient	The teacher consistently models ethical and responsible behavior as a member of the professional community by developing appropriate relationships with staff, students, and families, maintaining confidentiality, and following school policies in an effort to enhance each student's academic success and well-being.
<input type="checkbox"/> Unsatisfactory	The teacher fails to act in an ethical and/or professional responsible manner.
Evaluator's Comments:	
Click here to enter text.	

EFFECTIVE PRACTICE: (6) Vision and Collaboration. The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement.

Evaluator Rating	Description
<input type="checkbox"/> Proficient	The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement with specific needs of students in mind. Collaboration with colleagues should ensure vertical alignment and appropriate pacing of curriculum.
<input type="checkbox"/> Unsatisfactory	The teacher fails to contribute to and promote the vision of the school. The teacher fails to recognize his/her responsibility to collaborate with students, families, colleagues, and the larger community, and to share responsibility for the growth of student learning, development, and achievement.
Evaluator's Comments:	
Click here to enter text.	

SUMMARY OF EFFECTIVE PRACTICES

Areas of Strength

Click here to enter text.

Areas of Development

Click here to enter text.

- Plan for Improvement for targeted areas for growth.
- Plan for Assistance attached (required for rating "Unsatisfactory" on any of the Effective Practices)

Additional Comments

Click here to enter text:

Part II: Student Learning Objectives/Specialist Program Objectives. (Combined rating; attach SLO/SPO Templates)

Evaluator Rating	Description
<input type="checkbox"/> Proficient	Results across all Student Learning Objectives/Specialist Program Objectives demonstrate that objectives have been met or nearly met on an overall basis, and all or nearly all students or program criteria show growth in the areas of students' academic, physical, social-emotional, and mental health needs. Special populations show significant learning gains, or program elements improved at the expected level. SLO/SPO design shows appropriate quality and rigor and implementation strategies were effectively carried out. The teacher/educational specialist's impact on student learning or program improvement is evident.
<input type="checkbox"/> Unsatisfactory	Results across all Student Learning Objectives/Specialist Program Objectives demonstrate that objectives were not met or met only partially, and student achievement growth or program improvement is significantly below expectations. In addition, SLO/SPO design may have been deficient in quality and/or rigor and implementation strategies were not effectively carried out.
Evaluator's Comments:	
Click here to enter text.	

- Plan for Improvement attached for targeted areas for growth.
- Plan for Assistance attached (required for rating "Unsatisfactory")

Part III: Individual Professional Development Plan. (Attach Plan document)

Evaluator Rating	Description
<input type="checkbox"/> Proficient	The Individual Professional Development Plan's goal(s) have been met or nearly met on an overall basis. There is evidence that implementation and completion of the Plan has led to a positive change in job performance.
<input type="checkbox"/> Unsatisfactory	The Individual Professional Development Plan's goal(s) have not been met to a satisfactory degree. Implementation of the plan has not led to a positive change in job performance.
Evaluator's Comments:	
Click here to enter text.	

- Plan for Improvement attached for targeted areas for growth.
- Plan for Assistance attached (required for rating of "Unsatisfactory")

Part IV: Local District Standards (Optional)

Local District Standards Meets District Standards	Meets District Standards	
	<input type="checkbox"/> YES	<input type="checkbox"/> NO
	<input type="checkbox"/> YES	<input type="checkbox"/> NO
	<input type="checkbox"/> YES	<input type="checkbox"/> NO
	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Overall Rating for Local District Standards Meets District Standards

<input type="checkbox"/> Yes	<input type="checkbox"/> No

Evaluator's Comments:

Click here to enter text.

Part V: Overall Rating.

Evaluator Rating	Description
<input type="checkbox"/> Proficient	In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional development and school leadership efforts.
<input type="checkbox"/> Unsatisfactory	In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.

- Plan for Assistance attached (required for Overall rating of "Unsatisfactory")

Evaluator's Comments:**Areas of Strength**

Click here to enter text.

Areas of Development

Click here to enter text.

- Contract Renewal for next year is recommended.
- Contract Renewal for next year is not recommended.

Additional Comments

Click here to enter text.

The signatures below certify that the evaluation and its results have been discussed between the teacher/specialist and his or her evaluator. As the teacher/specialist, I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained within the evaluation.

Evaluator Signature:

_____ **Date:** _____

Teacher/Specialist Signature:

_____ **Date:** _____

Part VI: Attachments (attach the following items)

1. Record of Evaluation Activities
2. Annual Self-Assessment (Optional)
3. Classroom Observation Summaries
4. Student Learning Objectives/Specialist Program Objectives Templates
5. Individual Professional Development Plan
6. Plan for Improvement (if any)
7. Plan of Assistance (if any)

Part VI: Record of Evaluation Activities (Summative Year)

Activity	Date	Teacher/Specialist Signature	Evaluator Signature
Orientation/Annual Notice			
Annual Self-Assessment Completed and Submitted (Optional)			
Student Learning Objectives/Specialist Program Objectives Approval			
Individual Professional Development Plan Approval			
Dates of Observation			
Formal Observation			
Formal Observation			
Other Observations			
1.			
2.			
3.			
4.			
Dates of Observation Conferences:			
1.			
2.			
3.			
4.			
SLO/SPO Review Conference			
SLO/SPO Summative Conference			
IDP Plan Review Conference			
IDP Plan Summative Conference			
Summative Evaluation Conference			

Principal Evaluation Heartland Community Schools

Introduction

The process of evaluating a principal is a very important tool in the entire improvement effort of a school district. It defines expectations, enhances communication, prioritizes district goals and encourages supervisors to focus their attention on the principal's role in improving achievement for all students.

A new approach to principal evaluation that reflects a systems approach is particularly in order in these times of increased accountability. A process as important as this one should be guided by a set of ethics — values and beliefs — that support the work so both the principal and supervisors can operate with integrity. The following principles are offered as an ethical compass to guide this important work.

An effective evaluation process is predicated on a spirit of providing feedback for growth, not on finding evidence of shortcomings. The purpose of this process is to improve performance, not prove incompetence. If a supervisor is considering evaluation for the purposes of termination, other processes should be employed.

Operating Principles

A comprehensive principal evaluation process must:

1. Align with District Performance Frameworks.
Rationale: The Board of Education has endorsed Performance Frameworks as expectations for building principals.
2. Be intended to acknowledge strengths and improve performance.
Rationale: An effective evaluation process is predicated on a spirit of providing feedback for growth.
3. Connect academic, social, emotional and developmental growth for all students in the building/system.
Rationale: Multiple indicators for all types of student growth must be included in the definition of accountability.
4. Recognize the importance of a principal's role in improving the culture of the learning community.
Rationale: Research is very clear that the quality of leadership in a building has a direct correlation to positive relationships and the achievement levels of all learners.
5. Have research-based criteria about effective principal behaviors which are substantiated by measurable data from multiple sources, and are legal, feasible, accurate and useful.
Rationale: Examples may include self-assessment, a portfolio compiled by the principal, student achievement data, the school improvement plan, artifacts that address previous goals, and meeting agendas.
6. Provide opportunities for personal and professional growth as a facilitator/leader of learning.
Rationale: Evaluation processes must consider the needs of the whole professional and be oriented toward continuous improvement.
7. Be ongoing and connected to school improvement goals.
Rationale: An evaluation is a process, not a once a year conversation, and must be connected to the District and School Improvement plans.
8. Align building and district goals with community members' vision for education.
Rationale: Goals cannot be developed in isolation; district and building goals must reflect the community's highest hope for their public schools.

Heartland Community Schools
Principal Evaluation
Performance Frameworks

Standard 1: Vision for Learning. The principal establishes and communicates a vision for teaching and learning that results in improved student achievement.

Standard 2: Continuous School Improvement. The principal leads a continuous school improvement process that results in improved student performance and school effectiveness.

Standard 3: Instructional Leadership. The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.

Standard 4: Culture for Learning. The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.

Standard 5: Systems Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Standard 6: Staff Leadership. The principal uses effective personnel practices to select, develop, support, and lead high quality teachers and non-teaching staff.

Standard 7: Developing Relationships. The principal promotes and supports productive relationships with students, staff, families, and the community.

Standard 8: Professional Ethics and Advocacy. The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school. (see 1 below)

1 The principal is expected at a minimum to meet the ethical requirements set forth in Nebraska Department of Education Rule 27, to satisfactorily complete the job duties set forth in the Principal's Job Description, and to comply with Board policies and the directions of the Superintendent, and to perform the job descriptors for each standard at a satisfactory level.

Timeline for Principal Evaluation

SUGGESTED TIMELINE

ACTION

- | | |
|------------------------------|---|
| Late Spring | <ol style="list-style-type: none">1. Principal and superintendent review vision, mission and district goals.2. Superintendent and principal will review job description and evaluation process, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance. |
| Early Summer | <ol style="list-style-type: none">3. Principal creates an Action Plan, which is measurable and has timelines. The Action Plans are mutually agreed to by the principal and superintendent.4. A Professional Growth Plan is developed by the principal to support his/her learning goals and shared with the superintendent. |
| Prior to the Start of School | <ol style="list-style-type: none">5. Evaluation process and forms are reviewed with new administrators. |
| Quarterly or Early Winter | <ol style="list-style-type: none">6. Principal makes interim reports regarding Action Plan progress. |
| Early Spring | <ol style="list-style-type: none">7. Principal completes a self-assessment of the evaluation form(s) including Action Plans and/or Growth Plan. Documents and data used to support the measurable outcomes are prepared and presented to the superintendent.8. The official evaluation document(s) is shared, clarified and discussed with the principal. Changes to the evaluation may be made as a result of the discussions. Remediation Targets (if any) will be included as a part of the final evaluation document(s) as a confidential, personnel record.9. A copy of the final written evaluation form is placed in the principal's personnel folder. |

Part #1 - Job Responsibilities and Effective Practices

Standard #1 - Vision for Learning

The principal establishes and communicates a vision for teaching and learning that results in improved student achievement.

Example Indicators

The Principal:

- a) Uses varied sources of information and analyzes multiple sources of data about current practices and outcomes to shape the vision, mission, and goals of the school.
- b) Engages constituent groups within the school community to develop commitment to the vision, mission, and goals of the school.
- c) Aligns the school’s vision, mission, and goals to district, state, and federal policies.
- d) Communicates the vision in order to establish high expectations for student performance.
- e) Leads a systematic review of the vision, mission, and goals and revises as appropriate.

Evidence:	<p style="text-align: center;"><u>Summary Rating</u></p> <p style="text-align: center;">Standard Met</p> <p style="text-align: center;">Standard Not Met</p>
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Superintendent’s Comments:

Standard #2 - Continuous School Improvement

The principal leads a continuous school improvement process that results in improved student performance and school effectiveness.

Example Indicators

The Principal:

- A) Develops and implements, in collaboration with the school community, a school improvement plan that is aligned with district, state, and federal guidelines and goals.
- B) Maintains comprehensive and current information about students, academic achievement, school effectiveness, and the school community.
- C) Makes informed decisions based on student achievement data, research, and best practices to improve teaching and learning.
- D) Uses technology to increase school efficiency and effectiveness.
- E) Revises the school improvement plan based on a systematic review of progress toward its goals.
- F) Uses the continuous improvement plan to guide professional development within the school community.

Evidence:	<p><u>Summary Rating</u></p> <p>Standard Met</p> <p>Standard Not Met</p>
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Superintendent's Comments:

Standard #3 - Instructional Leadership

The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.

Example Indicators

The Principal:

- a) Promotes teaching practices based on sound instructional theory and professional collaboration to meet the learning needs of all students.
- b) Ensures that the instructional program is aligned with content standards, includes effective instructional and assessment practices, and protects instructional time to maximize learning.
- c) Supports the selection of instructional content that maximizes individual student learning and provides appropriate multiple perspectives.
- d) Uses student performance data from multiple assessments to evaluate the curriculum and instructional program.
- e) Assumes responsibility for the continued improvement of student learning within the school and holds staff accountable for the growth of student achievement across the curriculum.

<p>Evidence:</p>	<p><u>Summary Rating</u></p> <p>Standard Met</p> <p>Standard Not Met</p>
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Superintendent’s Comments:

Standard #4 - Culture for Learning

The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.

Example Indicators

The Principal:

- a) Provides full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.
- b) Develops a culture of high expectations for self, students, and staff.
- c) Fosters an environment of respect and rapport based on clear guidelines for appropriate behavior.
- d) Uses multiple indicators of student performance to encourage the development of the whole child in a manner consistent with academic achievement.
- e) Identifies barriers to student learning and development, and devises strategies to reduce or eliminate them.
- f) Maintains a high level of visibility within the school community, and recognizes the accomplishments of students and staff.
- g) Leads an ongoing assessment of the school climate and culture.

Evidence:	<p><u>Summary Rating</u></p> <p>Standard Met</p> <p>Standard Not Met</p>
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Superintendent's Comments:

Standard #5 - Systems Management

The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Example Indicators

The Principal:

- a) Allocates financial, material, and human resources to support the educational program.
- b) Monitors the school’s site, facilities, services, and equipment to provide a safe and orderly environment.
- c) Identifies and resolves problems, manages conflict, and builds consensus to achieve the efficient operation of the school.
- d) Communicates with community agencies to provide a safe school environment.
- e) Develops procedures for the effective use of technology among staff, students, and the school community.
- f) Understands school law and its impact on staff, students, and families, and complies with local, state, and federal mandates.
- g) Guides and influences policy makers as they develop regulations, policies, and laws that impact the school.

Evidence:	<p><u>Summary Rating</u></p> <p>Standard Met</p> <p>Standard Not Met</p>
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Superintendent’s Comments:

Standard #6 - Staff Leadership

The principal uses effective personnel practices to select, develop, support, and lead high quality teachers and non-teaching staff.

Example Indicators

The Principal:

- a) Recruits, hires, develops, and retains high quality professional and support staff to realize the school’s vision.
- b) Develops and supports an effective learning environment for teachers and other staff.
- c) Mentors emerging staff leaders in order to build leadership capacity within the school community.
- d) Supervises the school’s staff members and holds them accountable for results based on high expectations and professional standards.
- e) Implements a performance evaluation system and a professional development program for teachers and instructional support staff based on a common instructional language and effective teaching practices.
- f) Models continuous learning and provides professional development opportunities for all staff.

Evidence:	<p style="text-align: center;"><u>Summary Rating</u></p> <p style="text-align: center;">Standard Met</p> <p style="text-align: center;">Standard Not Met</p>
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Superintendent’s Comments:

Standard #7 - Developing Relationships

The principal promotes and supports productive relationships with students, staff, families, and the community.

Example Indicators

The Principal:

- a) Builds relationships that support the school and its vision.
- b) Develops an understanding of the community’s cultural, social, and intellectual resources among students and staff, and makes use of those resources to strengthen the school.
- c) Encourages active family and community participation in the learning process to enhance student achievement.
- d) Strengthens the educational program by soliciting information from families and community members.
- e) Uses effective public information strategies.
- f) Creates strategic partnerships with business, religious, political, and other community leaders in order to carry out the school’s mission.
- g) Strives to develop understanding and respect for others among students and staff.

<p>Evidence:</p>	<p><u>Summary Rating</u></p> <p>Standard Met</p> <p>Standard Not Met</p>
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Superintendent’s Comments:

Standard #8 - Professional Ethics and Advocacy

The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school.

Example Indicators

The Principal:

- a) Treats others with dignity and respect.
- b) Protects the established rights and confidentiality of students and staff.
- c) Seeks to make decisions that are just, fair, and equitable.
- d) Models and articulates reflective practice, transparency, and ethical behavior in accordance with established standards.
- e) Holds others in the school community accountable for demonstrating integrity and ethical behavior.
- f) Advocates for public policies that ensure appropriate and equitable resources for the education system.
- g) Responds to the political, social, economic, legal and cultural environment in which the school exists.

Evidence:	<p><u>Summary Rating</u></p> <p>Standard Met</p> <p>Standard Not Met</p>
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Superintendent's Comments:

Part #2 - Overall Summative

Job Responsibilities	Meets Standard	Does Not Meet Standard
Standard #1 - Vision for Learning		
Standard #2 - Continuous School Improvement		
Standard #3 - Instructional Leadership		
Standard #4 - Culture for Learning		
Standard #5 - Systems Management		
Standard #6 - Staff Leadership		
Standard #7 - Develop Relationships		
Standard #8 - Professional Ethics and Advocacy		

Significant Achievements:

Areas for Growth:

Principal's Summative Comments:

Superintendent's Summative Comments:

Recommendation for Continuous Improvement:

- _____ Professional Growth Plan
- _____ Action Plans
- _____ New/Modified Job Targets
- _____ Improvement Plan & Remediation Targets

Principal's Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____

HEARTLAND COMMUNITY SCHOOLS

OUR MISSION

Empowering Excellence - every student, every day.

OUR VISION

A school that is uniquely focused on supporting all students as they build the knowledge, the skills, and the dispositions necessary for:

- Life-Long Learning,
- Problem Solving,
- Critical Thinking,
- Civic Engagement, and
- Healthy Living.



OUR BELIEFS

- All students have value.
- All students are capable of learning.
- Our school must provide a positive, safe, and caring environment for learning and for teaching.
- Our school must prepare students for a lifetime of learning.
- Our school must provide all students with challenging, learning opportunities.
- Community support is a strength of our school and fostering positive relationships between our school and our communities, based on cooperation and respect, is essential.
- We must always demonstrate integrity in our words and in our actions.



HEARTLAND COMMUNITY SCHOOLS

STRATEGIC PLAN SITUATIONAL AWARENESS

MAINTAIN	OPPORTUNITIES TO CULTIVATE OR TO CAPITALIZE UPON
<p>1) Culture Of High Expectations.</p> <p>2) Culture Of Support: the school supporting students and their success & our communities supporting the school, its students, and its staff.</p> <p>3) Priority On <i>Education First</i>.</p> <p>4) Relationships: mutual respect and a spirit of service.</p> <p>5) Opportunities To Broadly Excel: While our size may limit our ability to provide some highly specialized or niche opportunities, our size together with our culture provides students with valuable opportunities to explore and excel in a variety of high quality and beyond-basic experiences.</p> <p>6) Financial Health & Stability</p> <p>7) Facilities: Safe, efficient, and effective facilities that support the success of students and reflect the tradition of our communities supporting and valuing excellence in education.</p> <p>8) Extra-Curricular & Co-Curricular: High-quality programs, offering wide opportunities for growth, and both internal & external support for broad participation.</p> <p>9) Innovation & Integration: methods and tools (e.g. technology) to improve instruction, to remove barriers to learning, to increase both collaboration and autonomy.</p>	<p>1) Connecting Life & Career Readiness with the traditional learning environment.</p> <p>2) Career & Technical Education: expansion / investment</p> <p>3) Supporting Health & Well-being: physical / mental / social-emotional</p> <p>4) Behavioral Supports: systems for mitigating negative impacts to learning and learning environments within the context of behaviors, behavioral reinforcement, and behavior management.</p> <p>5) Professional Development: identifying and meeting the training and learning needs of certified, classified, and substitute staff.</p> <p>6) External Connections & Partnerships (Community, Extra-Agency, etc.)</p> <p>7) Purposeful Informing: apprising stakeholders of goals, needs, challenges and progress made towards such; as well as successes and achievements of the district, its students, and its staff.</p>
CHALLENGES	TRAPS
<p>1) Staffing: recruitment and retention demands/difficulties.</p> <p>2) Coaches & Sponsors: increasing staffing demands/difficulty as well as maintaining consistency and longevity in program leadership.</p> <p>3) Employee Fulfillment, Engagment, and Renewal: increasing satisfaction and retention while mitigating dissatisfaction and burnout.</p> <p>4) Scheduling Dynamics & Logistics: (i.e. staffing numbers, academic requirements, student interests, periods, sections, operational logistics, etc.) can have a limiting effect on our ability to offer some advanced or highly specialized courses/programs.</p> <p>5) Budgetary Constraints/Expectations</p> <p>6) Legislative / Regulatory Environment: external requirements and priorities are continuously increasing and changing, and perhaps even competing or incompatible.</p> <p>7) Demographic Shifts: A growth in socio-economic barriers, an expanding variation in the zones of proximal development within age-grouped cohorts, and a diminishing proportion of whole-student needs being met independently of the school.</p> <p>8) Indirect / External: Housing, childcare, job market, "Main Street" vulnerability, extreme southern location of the school relative to the district's boundaries.</p>	<p>1) Socio-Political Pressures: failing to maintain balance, boundaries, and perspective.</p> <p>2) Division Among Stakeholders: failing to maintain balance, boundaries, and perspective.</p> <p>3) Pace Of Change: failing to balance this pace, moving unnecessarily fast or slow, disregarding realities & context.</p> <p>4) Ignoring Incrementalism: making perfect the enemy of good - failing to achieve positive, sustainable growth in pursuit of the overly bold or aspirational.</p> <p>5) Too Many Foci: attempting to be all things to all people at all times; failing to distinguish between what's "important" and what is a "priority".</p> <p>6) Acting Without Purpose: business for the sake of business, conflating activity with achievement.</p> <p>7) Assumption Making: arriving at conclusions without reaching beyond internalized information, context, or perspective.</p>

EMPOWERING EXCELLENCE - EVERY STUDENT, EVERY DAY



HEARTLAND COMMUNITY SCHOOLS

STRATEGIC PLAN TOP-LEVEL DISTRICT PLAN

GUIDING PRINCIPLES FOR PLANNING, ACTING, and DECISION-MAKING

I. Diverse Student Learning Experiences

Diverse and robust learning experiences, supported by relevant curriculum and effective instructional methods, are critical to the growth, the learning, and the achievement of all students. Offering varied and engaging experiences (e.g. STEM, CTE, AP, co-curricular, etc.) ensures that our students will have access to multiple pathways for learning and growth thus enabling our students to more fully prepare and position themselves for future success.

II. Family and Community Partnerships

Key partnerships (e.g. family-based, community-based, extra-agency) are both increasingly beneficial and increasingly necessary for the achievement of our long-term goals. Communication, engagement, and transparency with all stakeholders is important for building relationships and maintaining trust among stakeholders and partners - establishing, maintaining, and adjusting our methods and practices in how we continually engage and communicate will also be important.

III. Personnel Effectiveness

Fundamental to our success is the district's ability to recruit, develop, and retain high-quality educators and support staff while simultaneously investing in their knowledge, skills, and personal expertise.

IV. Whole-Child Focused

Expecting, leading, supporting, and contributing to a district climate that emphasizes the importance of respect, acceptance, inclusion, and health & well-being (physical / social-emotional / mental) is vital to the success of our students and our staff.

V. District Resources

We are committed to investing our resources in exceptional learning opportunities for all students, meaningful instruction, professional development, innovation, and collaboration while simultaneously providing buildings, grounds, and services-infrastructure that are safe and well-maintained. This commitment is necessary to support of an environment where students and staff can consistently learn, work, and perform at high levels.

VI. Board Governance

The Board will commit itself and the necessary resources in support of the long-term goals of the school district. The Board will use its evaluation, accountability, and policy-making capacities as mechanisms for reaching and supporting established goals.

PRIORITY OUTCOMES FOR PLANNING, ACTING, and DECISION-MAKING

Outcome 1: Provide diverse, high-quality, learning experiences (basic skills, college-preparatory curricula, CTE programming, soft skills, living skills) for the purpose of providing all students with multiple pathways for current and future success.

Strategy 1.1: Implementing robust, rigorous, and standards-based curricula that is aligned both vertically and horizontally.

Strategy 1.2: Utilizing effective, varied, and differentiated instructional practices to lead students towards reaching curricular outcomes and meeting curricular standards.

Strategy 1.3: Utilizing valid, reliable, and authentic assessment methods to guide instructional processes and to provide evidence of meeting curricular standards.

Strategy 1.4: Expanding or extending learning opportunities for students that increase their post-secondary/college/career readiness skills and knowledge.

Strategy 1.5: Expanding or extending learning opportunities for students that increase their access to post-secondary/college/career pathways.

Strategy 1.6: Intervening as appropriate through a multi-tiered system of supports for the purpose of improving academic, behavioral, social-emotional outcomes/performance.

Outcome 3: Recruit, develop, and retain high-quality educators & staff, and support the district's capacity to continuously do so.

Strategy 3.1: Structuring & staffing each school and each department in full support of both the academic development and the physical-mental-social-emotional wellbeing of all students while ensuring that the district's operations are safe, efficient, and effective.

Strategy 3.2: Cultivating a positive culture of learning for teachers, support staff, and administrators that includes purposeful professional development intended to build the knowledge, skills, and dispositions for sustained improvement and collective efficacy.

Strategy 3.3: Identifying and implementing effective efforts towards maintaining working environments and working relationships that promote employee engagement, fulfillment, and renewal.

Outcome 2: Provide, and continually plan to provide for, the capital resources required to appropriately meet the district's priorities in a reasonable and responsible manner.

Strategy 2.1: Comprehensive facilities planning to address both short-term and long-term needs & goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future needs of the district.

Strategy 2.2: Building the district's internal and external resource capabilities and committing the resources necessary to support meaningful learning opportunities, necessary staffing levels, effective space allocation, and health & safety.

Strategy 2.3: Providing safe, well-maintained, and highly functional buildings and grounds to support an environment in which students can learn and staff can perform effectively.

Strategy 2.4: Sustaining financial stability through disciplined, long-term, financial/capital planning and purposeful, financial/capital management.

Outcome 4: Utilize systems and well-matched opportunities that are highly supportive of a districtwide climate emphasizing and directed towards respect, acceptance, inclusion, and health & wellbeing (physical / mental / social-emotional).

Strategy 4.1: Supporting the social-emotional and behavioral needs of all students through a multi-tiered system of supports as a means for aligning supports for students with student needs, district priorities, and established initiatives.

Strategy 4.2: Cultivating a positive, safe, and supportive learning environment for all students through the use of systems and practices that are supportive of positive behavioral outcomes and student well-being (physical / mental / social-emotional).

EMPOWERING EXCELLENCE - EVERY STUDENT, EVERY DAY



HEARTLAND COMMUNITY SCHOOLS

STRATEGIC PLAN BOARD GOVERNANCE PLAN

GUIDING PRINCIPLES FOR PLANNING, ACTING, and DECISION-MAKING

I. Diverse Student Learning Experiences

Diverse and robust learning experiences, supported by relevant curriculum and effective instructional methods, are critical to the growth, the learning, and the achievement of all students. Offering varied and engaging experiences (e.g. STEM, CTE, AP, co-curricular, etc.) ensures that our students will have access to multiple pathways for learning and growth thus enabling our students to more fully prepare and position themselves for future success.

II. Family and Community Partnerships

Key partnerships (e.g. family-based, community-based, extra-agency) are both increasingly beneficial and increasingly necessary for the achievement of our long-term goals. Communication, engagement, and transparency with all stakeholders is important for building relationships and maintaining trust among stakeholders and partners - establishing, maintaining, and adjusting our methods and practices in how we continually engage and communicate will also be important.

III. Personnel Effectiveness

Fundamental to our success is the district's ability to recruit, develop, and retain high-quality educators and support staff while simultaneously investing in their knowledge, skills, and personal expertise.

IV. Whole-Child Focused

Expecting, leading, supporting, and contributing to a district climate that emphasizes the importance of respect, acceptance, inclusion, and health & well-being (physical / social-emotional / mental) is vital to the success of our students and our staff.

V. District Resources

We are committed to investing our resources in exceptional learning opportunities for all students, meaningful instruction, professional development, innovation, and collaboration while simultaneously providing buildings, grounds, and services-infrastructure that are safe and well-maintained. This commitment is necessary to support of an environment where students and staff can consistently learn, work, and perform at high levels.

VI. Board Governance

The Board will commit itself and the necessary resources in support of the long-term goals of the school district. The Board will use its evaluation, accountability, and policy-making capacities as mechanisms for reaching and supporting established goals.

PRIORITY OUTCOMES FOR PLANNING, ACTING, and DECISION-MAKING

Outcome 1: Establish and sustain a professional and collaborative working relationship with the superintendent to support and advocate for growth and student achievement.

Strategy 1.1: Work with the superintendent to achieve mutual trust and commitment to each other through teamwork and clear communications.

Strategy 1.2: Using policy, delegate authority to the superintendent to manage district operations and to carry out the implementation of policy.

Strategy 1.3: Demonstrate collaborative problem solving and decision-making with the superintendent and thoughtfully consider the superintendent's recommendations prior to making decisions.

Strategy 1.4: Ensure that the superintendent's job description and evaluation framework: 1) are consistent with policy, 2) clearly state expectations, 3) clarify authority, and 4) are regularly reviewed by the board & superintendent and revised as needed.

Strategy 1.5: Provide clear expectations for the superintendent's performance and evaluate accordingly.

Strategy 1.6: Evaluate the superintendent's performance based upon mutually defined expectations and his success and progress towards mutually identified goals.

Strategy 1.7: Ensure the superintendent's contract renewal and deadline process are clear and the board and superintendent honor the appropriate dates of the contract.

Strategy 1.8: Share responsibility for the orientation of new board members with the superintendent.

Strategy 1.9: Conduct an annual, board self-assessment to identify areas of strength and areas for growth related to the working relationship with the superintendent.

Outcome 2: Continuously review, revise, and develop policies and procedures to ensure accountability focused on growth and student achievement.

Strategy 2.1: Utilize a process to ensure regular review, revision, and adoption of board policies and aspire to complete a review of the board policy manual every one to three years.

Strategy 2.2: Align the process of reviewing, revising, and adopting board policies to the district's mission, vision and goals.

Strategy 2.3: Evaluate the superintendent's implementation of policy as one factor in the superintendent's annual evaluation.

Strategy 2.4: Consider recommendations from the superintendent and administrators when developing and updating policies.

Strategy 2.5: Follow an adopted policy for referring stakeholders with questions, concerns, comments, or feedback to the appropriate personnel.

Strategy 2.6: Ensure board policies are accessible to the public.

Strategy 2.7: Review and discuss the contents of the District Annual Report.

Strategy 2.8: Annually review the district's status/progress related to student achievement.

Strategy 2.9: Conduct an annual, board self-assessment to identify areas of strength and areas for growth related to policy review, development, and implementation.

Outcome 3: Maintain congruence between the board's governance of the district and the district's mission, vision, beliefs and strategic planning.

Strategy 3.1: Annually review the district's mission and vision statements.

Strategy 3.2: Engage district patrons to discuss status/progress of strategic planning, as well as the needs and vision of the school district.

Strategy 3.3: Annually review the district's status/progress related strategic planning outcomes.

Strategy 3.4: Conduct an annual, board self-assessment to identify areas of strength and areas for growth related to the congruence between the board's governance of the district and the district's mission, vision, and strategic planning.

Outcome 4: Communicate and engage with stakeholders (parents, students, staff, and community members) for the purpose of promoting the district, building positive, stakeholder relationships, and sustaining long-term partnerships that will serve education.

Strategy 4.1: Foster positive and ongoing engagement within our communities.

Strategy 4.2: Seek input from internal and external stakeholders (i.e., administrators, certified and classified staff, parents, students, community members, and business leaders) when setting goals.

Strategy 4.3: Maintain a cohesive communications plan to inform and educate our communities on district issues.

Strategy 4.4: Engage our communities to build understanding and support for public education and the school district.

Strategy 4.5: Consider opportunities to collaborate with village/city/county/regional/state officials to address community growth to support the growing viability of the school district.

Strategy 4.6: Ensure that a district report is provided to patrons annually.

Strategy 4.7: Conduct an annual, board self-assessment to identify areas of strength and areas for growth related to effective communication and engagement with stakeholders.

EMPOWERING EXCELLENCE - EVERY STUDENT, EVERY DAY

**Minutes for
Heartland Community Schools
Board of Education Regular Meeting**

Monday, June 12, 2023 8:00 PM
Conference Room
1501 Front St
Henderson, NE 68371-8929

Notice of the meeting was posted in the Henderson News on June 8, 2023.

MISSION STATEMENT:

Heartland Community School strives to provide challenging educational opportunities for ALL students to reach their highest level of excellence.

Mr. Gary Braun: Present
Lacey Gloystein: Present
Ryan Goertzen: Present
Jen Hiebner: Present
Tyler Newton: Present
Tammy Ott: Absent

1. **Preliminary Procedures**

1.1. **Call to Order**

1.2. **Public Notice of the Meeting**

1.3. **Roll Call** Motion to excuse Tammy Ott Passed with a motion by Tyler Newton and a second by Ryan Goertzen.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

2. **Hearings**

2.1. **Policy 504.19: Student Fees**

2.2. **Policy 1005.03: Parental & Family Involvement In The Schools**

3. **Public Comments on Agenda Items**

Nebraska Revised Statute 84-1412 requires members of the public desiring to provide comments to the board to identify himself or herself, including an address, and the name of any organization represented by such person. A form is provided at the meeting for individuals to complete and to submit to the superintendent prior to speaking for the purposes of efficiently providing this information.

4. **Reports**

4.1. **Superintendent's Report**

4.2. **Principals' Reports**

5. **Discussion Items**

5.1. **Back To School Meal / Picnic**

The Back to School Picnic will be August 13th from 5-7pm and all families are invited to attend.

5.2. **Policy 504.19: Student Fees**

5.3. **Policy 1005.03: Parental & Family Involvement In The Schools**

5.4. **Policy 504.20: Bullying Prevention**

5.5. **23-24 Elementary Handbook Revisions**

5.6. **23-24 Secondary Handbook Revisions**

5.7. **Review Teacher Evaluation Framework**

5.8. **Review Principals' Evaluation Framework**

5.9. **Strategic Plan**

5.10. **Impacts Of LB243 On Construction/Building Project**

6. **Action Items**

6.1. **Amend 23-24 Calendar** Approve the amended 23-24 school calendar as presented. Passed with a motion by Tyler Newton and a second by Jen Hiebner.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

7. **Consent Agenda** Motion to approve the consent agenda Passed with a motion by Tyler Newton and a second by Jen Hiebner.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

7.1. **Approval of Minutes**

7.1.1. *Regular Meeting: May 8, 2023*

7.2. **Approval of Treasurer's Report**

7.3. **Approval of Claims**

7.4. **Financial Reports**

8. **Public Comments on Topics Not on the Agenda**

Nebraska Revised Statute 84-1412 requires members of the public desiring to provide comments to the board to identify himself or herself, including an address, and the name of any organization represented by such person. A form is provided at the meeting for individuals to complete and to submit to the superintendent prior to speaking for the purposes of efficiently providing this information.

9. **Closed Session** The Board enter into Closed Session at 11:20 pm for the express purpose of conducting an evaluation of the job performance of an employee as to prevent the needless injury to the reputation of a person as is allowable by law. Passed with a motion by Tyler Newton and a second by Ryan Goertzen.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

9.1. **Superintendent Evaluation**

The Board exited Closed Session at 11:52 PM.

10. **Adjournment**

The next scheduled meeting to be held on June 19, 2023 at 7 PM. Motion to adjourn the meeting at 11:53pm Passed with a motion by Tyler Newton and a second by Jen Hiebner.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

Board President

Board Secretary

**Minutes for
Heartland Community Schools
Board of Education Regular Meeting**

Monday, June 19, 2023 7:00 PM
Conference Room
1501 Front St
Henderson, NE 68371-8929

Notice of the meeting was posted in the Henderson News on June 15, 2023.

MISSION STATEMENT:

Heartland Community School strives to provide challenging educational opportunities for ALL students to reach their highest level of excellence.

Mr. Gary Braun: Present
Lacey Gloystein: Present
Ryan Goertzen: Present
Jen Hiebner: Present
Tyler Newton: Present
Tammy Ott: Absent

1. Preliminary Procedures

1.1. Call to Order

The meeting was called to order at 7:01 PM by president, Gary Braun. The location of the Open Meetings act posting was identified by president, Gary Braun.

1.2. Public Notice of the Meeting

1.3. Roll Call

Motion by Tyler Newton, Second by Jen Hiebner to excuse the absence of Tammy Ott.

Motion passed 5-0.

Newton - yea

Hiebner - yea

Gloystein - yea

Goertzen - yea

Braun - yea

2. Discussion Items

2.1. Discuss & Consider Future Action Calling For A Special Election For The Purpose Of Exceeding Certified Tax Request Authority

The Board discussed and gave consideration to passing a resolution calling for a special election seeking additional tax request authority above the tax request authority certified by NDE.

3. Public Comments on Agenda Items

Nebraska Revised Statute 84-1412 requires members of the public desiring to provide comments to the board to identify himself or herself, including an address, and the name of any organization represented by such person. A form is provided at the meeting for individuals to complete and to submit to the superintendent prior to speaking for the purposes of efficiently providing this information.

No Public Comment was presented to the Board.

4. Discussion Items

4.1. Any Further Discussion & Consideration Related To Future Action Calling For A Special Election For The Purpose Of Exceeding Certified Tax Request Authority

The Board further discussed and gave consideration to passing a resolution calling for a special election seeking additional tax request authority above the tax request authority certified by NDE.

5. **Adjournment**

Motion to adjourn by Lacey Gloystein, Second by Ryan Goertzen.

Motion passed 5-0

Gloystein - yea

Goertzen - yea

Newton - yea

Hiebner - yea

Braun - yea

Ott - absent

The meeting adjourned at 9:06 PM

The next scheduled meeting to be held on Wednesday, June 21, 2023 at 11 AM.

Board President

Board Secretary

**Minutes for
Heartland Community Schools
Board of Education Regular Meeting**

Wednesday, June 21, 2023 11:00 AM
Conference Room
1501 Front St
Henderson, NE 68371-8929

Notice of the meeting was posted in the Henderson News on June 15, 2023.

MISSION STATEMENT:

Heartland Community School strives to provide challenging educational opportunities for ALL students to reach their highest level of excellence.

Mr. Gary Braun: Present
Lacey Gloystein: Present
Ryan Goertzen: Present
Jen Hiebner: Present
Tyler Newton: Present
Tammy Ott: Absent

1. Preliminary Procedures

1.1. Call to Order

The meeting was called to order at 11:01 AM by president, Gary Braun. The location of the Open Meetings act posting was identified by president, Gary Braun.

1.2. Public Notice of the Meeting

1.3. Roll Call

Motion by Jen Hiebner, Second by Tyler Newton to excuse the absence of Tammy Ott.

Motion passed 5-0.

Hiebner - yea
Newton - yea
Gloystein - yea
Goertzen - yea
Braun - yea

2. Action Items

2.1. Discuss, Consider, and Take Any Necessary Action To Approve A Resolution Calling For A Special Election To Exceed Certified Tax Request Authority The passage and adoption of the resolution calling for an election to be held in York County School District 0096 (Heartland Community Schools) regarding a proposition that the district exceed its certified property tax request authority by not more than \$1,831,026. Passed with a motion by Jen Hiebner and a second by Ryan Goertzen.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

3. Adjournment

Motion to adjourn by Tyler Newton, Second by Ryan Goertzen

Motion passed 5-0

Newton - yea
Goertzen - yea
Hiebner - yea
Gloystein - yea
Braun - yea

Meeting adjourned at 11:21 AM.

The next scheduled meeting to be held on Monday, July 10, 2023 at 8 PM.

Board President

Board Secretary

HEARTLAND COMMUNITY SCHOOLS-HENDERSON/BRADSHAW
General Fund Treasurer's Statement for
Month Ending June 30, 2023

	CHECKING	SAVINGS	TOTAL
Balance June 1, 2023	\$1,072,821.79	\$2,076,455.91	\$3,149,277.70
Receipts:			
York/Fillmore/Hamilton Co Taxes	\$496,439.38		\$496,439.38
State of Nebraska:			
- SPED Reimbursement	\$48,183.00		\$48,183.00
- TEEOSA	\$6,637.00		\$6,637.00
- Medicaid Reimbursement	\$8,244.48		\$8,244.48
- Apportionment			\$0.00
- IDEA Base & Preschool			\$0.00
- Title IV			\$0.00
- Title IIA			\$0.00
Other:			
- Interest	\$357.84	\$5,556.94	\$5,914.78
- Preschool Tuition			\$0.00
- Rental of Facilities			\$0.00
- Meeting Stipend			\$0.00
- Sparrow's Branch Liquor License	\$150.00		\$150.00
- REAP	\$28,832.00		\$28,832.00
			\$0.00
			\$0.00
Subtotal:	\$588,843.70	\$5,556.94	\$594,400.64
Transfer to MMA			
Total Funds Available:	\$1,661,665.49	\$2,082,012.85	\$3,743,678.34
Less Disbursements	\$433,700.28		\$433,700.28
Balance June 30, 2023	\$1,227,965.21	\$2,082,012.85	\$3,309,978.06

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
Checking	1		
Checking	1	Fund: 01 GENERAL FUND	
30646	AGTAC SERVICES	JANITORIAL SERVICES	8,587.00
30647	AMAZON CAPITAL SERVICES	SUPPLIES	1,913.40
30648	APPLE, INC	COMPUTER SUPPLIES	623.75
30649	ARBOR SCIENTIFIC	SUPPLIES	1,095.94
30650	BLACK HILLS ENERGY	NATURAL GAS	361.82
30651	BLICK ART MATERIALS	SUPPLIES	341.27
30652	BURTON ENTERPRISES	TRASH REMOVAL	816.00
9061223	CAPITAL ONE	SUPPLIES	46.32
30653	CENTRAL NEBRASKA REHABILITATION SERVICES	SERVICES	6,209.88
2103	CERVENY, WES	SUPPLIES	300.00
30654	CHEMSEARCH	SUPPLIES	169.65
30655	CITY OF HENDERSON	WATER/SEWER	540.00
30656	CRITEL ENTERPRISES, LLC	SERVICES	1,034.40
30657	DAS STATE ACCT-CENTRAL FINANCE	STATE REPORTING	238.13
30658	DICK, KYRA		125.00
30659	DISCOVERY EDUCATION	SUBSCRIPTION	3,500.00
30660	EAKES OFFICE SOLUTIONS	SUPPLIES	549.31
30661	ESSENTIAL SCREENS	DRUG SCREENING	58.06
30662	ESU 6	SERVICES	21,001.09
30663	ESU 9	SERVICES	300.00
30664	ESU COORDINATING COUNCIL	SERVICES	351.00
30665	FIVE STAR TRUCK CENTER	BUS WASH	97.00
30666	GRAINGER	SUPPLIES	363.41
30667	HOMETOWN LEASING	COPY MACHINE LEASE	1,360.94
30668	HOUGHTON MIFFLIN HARCOURT	SUPPLIES	956.51
30669	J.W. PEPPER & SON	SUPPLIES	342.99
30670	KSB SCHOOL LAW	LEGAL SERVICES	2,160.00
30671	LINCOLN JOURNAL STAR	ADVERTISING	206.40
30672	MAINSTAY COMMUNICATIONS	TELEPHONE	354.65
30673	MATHESON TRI GAS INC	SUPPLIES	47.65
30674	MCI	TELEPHONE	77.97
30675	MENARDS	SUPPLIES	327.43
30676	MENARDS	SUPPLIES	192.86
30677	MILLER SEED & SUPPLY CO INC	SUPPLIES	533.50
30678	NCSA	REGISTRATION	505.00
30679	PAPER TIGER SHREDDING	SERVICES	55.00
30680	PAYFLEX	CAFETERIA 125 PLAN	1,229.98
30681	PERENNIAL PUBLIC POWER DISTRICT	ELECTRICITY	4,182.87
30682	PLANK ROAD PUBLISHING	SUPPLIES	179.95
30683	PROQUEST LLC	SUBSCRIPTION	1,610.15
9062123	QUADIENT LEASING	POSTAGE MACHINE	416.98
30684	QUILL	SUPPLIES	117.73
30685	SERVICE PRESS	SERVICES	188.56
30686	SOFTWARE UNLIMITED INC	SERVICES	5,800.00
30687	STRIV, INC.	SERVICES	2,975.00

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
30688	TEACHER CREATED RESOURCES	SUPPLIES	113.11
30689	TIME MANAGEMENT SYSTEMS	SERVICES	124.00
30690	TRI COUNTY AUTO	SERVICES	285.93
30691	U.S. BANK	SUPPLIES	738.64
30692	UNITE PRIVATE NETWORKS	SERVICES	1,066.24
30693	VERIZON WIRELESS	TELEPHONE	168.40
30694	VOSS LIGHTING	SUPPLIES	4,921.58
30695	WEST COAST LANYARDS INC.	SUPPLIES	223.30
30696	YORK ACE HARDWARE	SUPPLIES	3.54

Fund Total: 80,089.29

Checking Account Total: 80,089.29

Checking 7

<u>Checking</u>	<u>Fund: 07</u>	<u>BOND FUND</u>	<u>Amount</u>
9061623	HENDERSON STATE BANK	FEES	10.70

Fund Total: 10.70

Checking Account Total: 10.70

Checking 8

<u>Checking</u>	<u>Fund: 08</u>	<u>SPECIAL BUILDING FUND</u>	<u>Amount</u>
1065	PIPER SANDLER	SERVICES	42,000.00

Fund Total: 42,000.00

Checking Account Total: 42,000.00

HEARTLAND COMMUNITY SCHOOLS

Fund Account Balances

	June 30, 2022	June 30, 2023
General Fund	\$4,084,662.83	\$3,309,978.06
Activity Fund	\$110,932.57	\$96,809.11
School Lunch Fund	\$152,851.29	\$162,011.68
Depreciation Fund	\$531,225.87	\$446,185.57
Unemployment Fund	\$2,999.25	\$3,017.71
Qualified Capital Purpose Fund	\$0.00	\$0.00
Special Building Fund	\$292,045.54	\$12,875,183.71
Bond Fund	\$0.00	\$256,205.69

Regular; Beginning Month 09/2022; Processing Month 06/2023; Active Chart of Account Number True; Fund Number 05

Fund: 05 ACTIVITIES FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0101	FOOTBALL	1,220.00	6,448.42	6,118.82	0.00	890.40
05 704 0102	VOLLEYBALL	(680.00)	5,136.32	3,842.72	0.00	(1,973.60)
05 704 0103	BOYS BASKETBALL	0.00	6,723.74	2,972.40	0.00	(3,751.34)
05 704 0104	GIRLS BASKETBALL	45.00	3,711.05	3,486.26	0.00	(179.79)
05 704 0105	TRACK	136.95	7,039.92	1,200.00	0.00	(5,702.97)
05 704 0107	GENERAL ATHLETICS	0.00	4,900.81	0.00	0.00	(4,900.81)
05 704 0110	JH FOOTBALL	0.00	360.00	0.00	0.00	(360.00)
05 704 0111	JH VOLLEYBALL	0.00	645.00	0.00	0.00	(645.00)
05 704 0112	JH BOYS BASKETBALL	0.00	1,299.99	0.00	0.00	(1,299.99)
05 704 0113	JH GIRLS BASKETBALL	0.00	1,200.00	0.00	0.00	(1,200.00)
05 704 0114	JH TRACK	0.00	1,760.00	750.00	0.00	(1,010.00)
05 704 0116	SEASON PASS	900.00	0.00	3,590.00	0.00	4,490.00
05 704 0117	GIRLS GOLF	0.00	2,420.00	375.00	0.00	(2,045.00)
05 704 0118	BOYS GOLF	0.00	4,432.43	0.00	0.00	(4,432.43)
05 704 0119	DISTRICT ACCOUNT	0.00	0.00	0.00	0.00	0.00
05 704 0120	CONFERENCE ACCOUNT	0.00	0.00	0.00	0.00	0.00
05 704 0129	COACH - FB	1,646.35	200.00	0.00	0.00	1,446.35
05 704 0130	COACH - VB	1,139.87	1,261.00	299.00	0.00	177.87
05 704 0131	COACH - GIRLS BB	2,584.92	291.54	1,213.42	0.00	3,506.80
05 704 0132	COACH - BOYS BB	2,350.71	2,586.94	2,162.41	0.00	1,926.18
05 704 0133	COACH - JH BB	555.00	0.00	0.00	0.00	555.00
05 704 0135	COACH - GIRLS GOLF	361.80	(30.00)	0.00	0.00	391.80
05 704 0136	COACH - BOYS GOLF	1,094.93	830.40	1,672.57	0.00	1,937.10
05 704 0137	COACH - TRACK	2,112.37	1,465.00	640.00	0.00	1,287.37
05 704 0138	COACH - JH VB	512.99	173.50	0.00	0.00	339.49
05 704 0200	BAND UNIFORMS	433.68	0.00	0.00	0.00	433.68
05 704 0201	BAND	1,419.13	415.21	0.00	0.00	1,003.92
05 704 0202	CHORUS	1,589.50	0.00	0.00	0.00	1,589.50
05 704 0203	MARCHING SHOES	34.25	34.59	0.00	0.00	(0.34)
05 704 0204	VOCAL CLINIC	973.53	3,668.48	3,275.00	0.00	580.05
05 704 0206	MUSIC TRIP	2,017.34	0.00	1,262.81	0.00	3,280.15
05 704 0207	DISTRICT MUSIC	2,307.09	0.00	540.00	0.00	2,847.09
05 704 0301	ART	2,798.29	817.89	820.00	0.00	2,800.40
05 704 0302	MUSICAL	0.00	4,773.77	2,975.00	0.00	(1,798.77)
05 704 0304	ALL SCHOOL PLAY	5,200.73	0.00	616.88	0.00	5,817.61
05 704 0305	ONE ACT	223.54	1,400.45	0.00	0.00	(1,176.91)
05 704 0403	FBLA	3,426.56	2,608.38	2,216.17	0.00	3,034.35

Regular; Beginning Month 09/2022; Processing Month 06/2023; Active Chart of Account Number True; Fund Number 05

Fund: 05 ACTIVITIES FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0404	IND TECH/AG PROJECTS	(301.00)	1,800.21	1,870.04	0.00	(231.17)
05 704 0405	FFA	3,896.46	22,636.95	20,767.00	0.00	2,026.51
05 704 0407	SCIENCE CLUB	1,229.12	0.00	0.00	0.00	1,229.12
05 704 0408	BIOLOGY/ENGLISH TRIP	367.20	0.00	0.00	0.00	367.20
05 704 0409	QUIZ BOWL/MATH CLUB	529.36	140.00	0.00	0.00	389.36
05 704 0410	COACH - JH ROBOTICS	511.73	0.00	0.00	0.00	511.73
05 704 0411	COACH - HS ROBOTICS	702.15	0.00	0.00	0.00	702.15
05 704 0450	JH ROBOTICS	247.33	632.79	3,173.00	0.00	2,787.54
05 704 0451	HS ROBOTICS	0.00	1,789.50	2,533.00	0.00	743.50
05 704 0500	CLASS OF 2020	0.00	0.00	0.00	0.00	0.00
05 704 0501	CLASS OF 2021	0.00	0.00	0.00	0.00	0.00
05 704 0502	CLASS OF 2022	0.00	0.00	0.00	0.00	0.00
05 704 0503	CLASS OF 2023	2,337.73	1,978.38	0.00	0.00	359.35
05 704 0504	CLASS OF 2024	3,855.61	4,869.08	2,820.00	0.00	1,806.53
05 704 0505	CLASS OF 2025	3,176.60	0.00	400.00	0.00	3,576.60
05 704 0506	CLASS OF 2026	628.23	0.00	1,955.75	0.00	2,583.98
05 704 0507	CLASS OF 2027	0.00	0.00	0.00	0.00	0.00
05 704 0508	CLASS OF 2028	0.00	0.00	0.00	0.00	0.00
05 704 0509	CLASS OF 2029	0.00	0.00	0.00	0.00	0.00
05 704 0601	NATIONAL HONOR SOCIETY	832.86	1,366.62	1,592.59	0.00	1,058.83
05 704 0701	HCS CUSTOMS	(1,461.08)	17,139.58	20,624.72	0.00	2,024.06
05 704 0709	YEARBOOK	0.00	3,630.60	7,627.50	0.00	3,996.90
05 704 0801	STUDENT COUNCIL	1,345.13	1,211.72	241.00	0.00	374.41
05 704 0802	CONCESSIONS	(3,117.08)	25,966.40	29,238.03	0.00	154.55
05 704 0804	INTEREST ON ACT ACCT	3.44	0.00	68.32	0.00	71.76
05 704 0805	LOCKERS PROJECT	0.00	0.00	0.00	0.00	0.00
05 704 0806	ELEM STUDENT COUNCIL	1,580.47	485.02	1,462.76	0.00	2,558.21
05 704 0810	JH HOMEROOM	0.00	0.00	0.00	0.00	0.00
05 704 0913	REVOLVING - SECONDARY	750.00	400.00	(350.00)	0.00	0.00
05 704 0914	REVOLVING - ELEMENTARY	0.00	0.00	0.00	0.00	0.00
05 704 0915	STUDENT SUPPLIES	250.00	0.00	0.00	0.00	250.00
05 704 0918	JOHN BAYLOR TEST PREP	2,200.00	0.00	0.00	0.00	2,200.00
05 704 0924	OTT SCHOLARSHIP	29,189.44	1,000.00	230.16	0.00	28,419.60
05 704 0930	MONSANTO/BAYER GRANT	0.00	0.00	0.00	0.00	0.00
05 704 0936	FIELD TRIP GRANT	4,273.89	0.00	0.00	0.00	4,273.89
05 704 0937	CIRCLE OF FRIENDS AUTISM GRANT	828.84	0.00	0.00	0.00	828.84
05 704 0938	IF KIDS COULD CURE GRANT	5,783.63	199.00	934.00	0.00	6,518.63

Activity Fund Balance Report - Summary - Exclude Encumbrances

09/2022 - 06/2023

Regular; Beginning Month 09/2022; Processing Month 06/2023; Active Chart of Account Number True; Fund Number 05

Fund: 05 ACTIVITIES FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0939	GIRLS ON THE RUN	657.75	0.00	0.00	0.00	657.75
05 704 0940	HUSKIE BEEF	0.00	0.00	0.00	0.00	0.00
05 704 0941	EARLY INTERVENTION	0.00	0.00	1,000.00	0.00	1,000.00
05 704 0950	COMPUTER DEPOSITS	13,856.54	0.00	0.00	0.00	13,856.54
05 704 0951	STAFF LOUNGE ACCOUNT	1,257.76	698.21	619.00	0.00	1,178.55
05 704 0952	EHA ELEVATE PROGRAM	1,975.62	4,809.59	5,510.00	0.00	2,676.03
Fund Total: 05		<u>111,792.26</u>	<u>157,328.48</u>	<u>142,345.33</u>	<u>0.00</u>	<u>96,809.11</u>

Function Number		Revised Budget	Activity During Month	Activity to Date	Balance at EOM	% of Budget
Expenditure						
01	GENERAL FUND					
1100	REGULAR INSTRUCTION	2,508,143.00	189,964.87	2,040,617.80	467,525.20	81.36
1200	SPED - SA	853,090.00	45,436.38	551,163.27	301,926.73	64.61
1291	SPED - 3-5	0.00	11,484.95	122,867.24	(122,867.24)	0.00
1292	SPED - 0-2	0.00	803.50	8,410.95	(8,410.95)	0.00
1300	SUMMER SCHOOL	3,526.00	0.00	0.00	3,526.00	0.00
2120	GUIDANCE SERVICES	74,495.00	5,022.69	49,459.40	25,035.60	66.39
2130	HEALTH SERVICES - GEN ED	11,351.00	0.00	0.00	11,351.00	0.00
2140	PSYCHOLOGICAL SVCS - GEN ED	0.00	656.00	8,320.00	(8,320.00)	0.00
2141	PSYCHOLOGICAL SVCS - SPED SA	131,000.00	11,686.82	57,272.85	73,727.15	43.72
2151	SPEECH PATH & AUDIOLOGY SVCS - SPED SA	99,923.00	8,755.95	91,261.33	8,661.67	91.33
2153	SPEECH PATH & AUDIOLOGY SVCS - SPED 0-2	0.00	344.62	3,328.50	(3,328.50)	0.00
2161	OCCUPATIONAL THERAPY SVCS - SPED SA	15,000.00	5,240.82	41,792.55	(26,792.55)	278.62
2162	OCCUPATIONAL THERAPY SVCS - SPED 3-5	0.00	1,500.65	6,752.74	(6,752.74)	0.00
2163	OCCUPATIONAL THERAPY SVCS - SPED 0-2	0.00	0.00	1,473.38	(1,473.38)	0.00
2171	PHYSICAL THERAPY SVCS - SPED SA	22,000.00	1,599.08	17,470.67	4,529.33	79.41
2172	PHYSICAL THERAPY SVCS - SPED 3-5	0.00	462.00	2,348.50	(2,348.50)	0.00
2173	PHYSICAL THERAPY SVCS - SPED 0-2	0.00	603.61	5,093.83	(5,093.83)	0.00
2181	VISION SERVICES - SPED SA	10,000.00	720.00	6,242.75	3,757.25	62.43
2183	VISION SERVICES - SPED 0-2	0.00	0.00	348.88	(348.88)	0.00
2213	INSTRUCTIONAL STAFF TRAINING	20,800.00	1,927.97	7,262.29	13,537.71	34.91
2220	LIBRARY/MEDIA SERVICES	162,709.00	15,097.51	129,382.74	33,326.26	79.52
2230	INSTRUCTION-RELATED TECHNOLOGY	42,108.00	4,120.94	37,715.53	4,392.47	89.57
2240	ACADEMIC STUDENT ASSESSMENT	22,000.00	0.00	5,302.50	16,697.50	24.10
2310	BOARD OF EDUCATION	72,600.00	742.84	30,591.32	42,008.68	42.14
2320	EXECUTIVE ADMINISTRATION	375,791.00	31,739.60	295,847.23	79,943.77	78.73
2330	DISTRICT LEGAL SERVICES	15,000.00	680.00	4,373.00	10,627.00	29.15
2410	OFFICE OF THE PRINCIPAL	379,988.00	30,676.13	297,635.83	82,352.17	78.33
2490	SCHOOL ADMINISTRATION - OTHER	5,540.00	461.69	4,616.90	923.10	83.34
2510	FISCAL SERVICES	38,700.00	274.00	13,118.75	25,581.25	33.90
2560	PUBLIC INFORMATION SERVICES	108,075.00	3,081.29	38,363.21	69,711.79	35.50
2580	ADMINISTRATIVE TECHNOLOGY SERVICES	60,497.00	3,593.63	38,290.83	22,206.17	63.29
2610	OPERATION OF BUILDINGS	631,568.00	33,265.13	465,959.39	165,608.61	73.78
2620	MAINTENANCE OF BUILDINGS	0.00	124.09	1,632.83	(1,632.83)	0.00
2710	VEHICLE OPERATION & PURCH - GEN ED	235,753.00	9,605.59	186,032.46	49,720.54	78.91
2712	VEHICLE OPERATION & PURCH - SPED SA	59,131.00	4,246.27	52,499.00	6,632.00	88.78
2713	VEHICLE OPERATION & PURCH - SPED 3-5	12,052.00	732.18	10,882.94	1,169.06	90.30
2730	VEHICLE SERVICING & MAINT - GEN ED	50,000.00	151.31	18,000.86	31,999.14	36.00
2732	VEHICLE SERVICING & MAINT - SPED SA	3,000.00	0.00	1,221.59	1,778.41	40.72
2733	VEHICLE SERVICING & MAINT - SPED 3-5	3,000.00	0.00	818.93	2,181.07	27.30
3300	COMMUNITY SERVICES OPERATIONS	5,289.00	0.00	0.00	5,289.00	0.00
3535	HIGH ABILITY LEARNERS	8,000.00	2,641.27	9,815.67	(1,815.67)	122.70
6200	TITLE IA	94,869.00	6,952.00	69,520.00	25,349.00	73.28
6406	IDEA - PRESCHOOL	7,390.00	0.00	0.00	7,390.00	0.00
6408	IDEA - BASE & ENROLLMENT/POVERTY	100,894.00	0.00	0.00	100,894.00	0.00
6992	REAP	32,000.00	0.00	44,496.34	(12,496.34)	139.05
6997	ELE & SEC SCH EMERGENCY RELIEF (ESSERII)	82,291.00	0.00	79,883.86	2,407.14	97.07
6998	ELE & SEC SCH EMERGENCY RELIEF (ESSERIII)	194,970.00	0.00	197,406.49	(2,436.49)	101.25
8000	OUTGOING TRANSFERS	135,000.00	0.00	0.00	135,000.00	0.00
9000	NON-PROGRAM EXPENDITURES	943,537.00	0.00	0.00	943,537.00	0.00
		<u>7,631,080.00</u>	<u>434,395.38</u>	<u>5,054,895.13</u>	<u>2,576,184.87</u>	<u>66.24</u>

Expenditure Summary

Regular; Processing Month 06/2023; Fund Number 06

Function Number		Revised Budget	Activity During Month	Activity to Date	Balance at EOM	% of Budget
Expenditure						
06	SCHOOL LUNCH/MILK FUND					
3100	FOOD SERVICES OPERATIONS	0.00	11,153.76	241,575.52	(241,575.52)	0.00
		<u>0.00</u>	<u>11,153.76</u>	<u>241,575.52</u>	<u>(241,575.52)</u>	<u>0.00</u>