

MINUTES OF REGULAR MEETING
BOARD OF EDUCATION
HOMER COMMUNITY SCHOOL
Wednesday, August 14, 2024

A meeting of the Board of Education of Homer Community School was convened in open and public session on Wednesday, August 14, 2024 at 7:00 PM in the Library at Homer Community School, Homer, Nebraska. The following board members were present or absent:

Byron Hall: Present, Ryan Harris: Present, Tyler Kirkholm: Absent, Dr. Kristina Nelsen: Present, Aaron Reis: Present, Paul Tighe: Present.

Administration present: Superintendent Dr. Joseph Lefdal, Principal Abbie Uhl, Principal Tom Coviello, and Board Secretary Amy Brand

Visitors present: Several

Notice of the meeting was given in advance by publication and/or posting in accordance with the Board approved method for giving notice of meetings. Notice of this meeting was given to all members of the Board of Education. The Secretary of the Board maintains a list of the news media requesting notification of meetings and advance notification to the listed media of the time and place of the meeting and the subjects to be discussed at this meeting was provided. Availability of the agenda was communicated in the publicized notice and a current copy of the Agenda was maintained as stated in the publicized notice. All proceedings of the Board of Education, except as hereinafter noted, were taken while the convened meeting was open to the attendance of the public.

I.Call Hearing to Order

I.A.Student Fees Hearing

I.B.Public comment

There was no public comment.

II.Adjourn Student Fees Hearing

III.Call Meeting to Order and Notification of Open Meeting Law

III.A.Posted in the room

III.B.Publication of Meeting was provided according to 84-1411

III.C.District Mission Statement:

IV.Board Member Roll Call

Motion was made by Aaron Reis and seconded by Ryan Harris to approve the absence of Member Kirkholm. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Absent, Dr. Kristina Nelsen: Yea, Aaron Reis: Yea, Paul Tighe: Yea

Yea: 5, Nay: 0, Absent: 1

V.Approval of the Agenda and changes to the Agenda

Motion was made by Dr. Kristina Nelsen and seconded by Aaron Reis to approve the agenda as presented. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Absent, Dr. Kristina Nelsen: Yea,
Aaron Reis: Yea, Paul Tighe: Yea
Yea: 5, Nay: 0, Absent: 1

VI. Approval of Consent Agenda

Motion was made by Ryan Harris and seconded by Aaron Reis to approve all items presented on the Consent Agenda. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Absent, Dr. Kristina Nelsen: Yea,
Aaron Reis: Yea, Paul Tighe: Yea
Yea: 5, Nay: 0, Absent: 1

VI.A. Minutes from the July 8th regular meeting

VI.B. Claims and Accounts

VII. Public Comment

There was none

VIII. Information Items: Reports

VIII.A. Administrator reports

Mrs. Uhl reported the Teammates kickoff will be on Monday, August 19th. She also informed the board about a new program called Books are Fun which will involve students in Grades PK-5. Every student in those grades will walk away with a free book and more incentives can be earned. Mr. Coviello reported that Fall practices began on Monday, August 12th. A discussion was held regarding transporting students to softball practice in Ponca and Homecoming week will be September 9-13.

VIII.B. Superintendent report

Dr. Lefdal shared a letter from NDE allowing our substitute teachers to sub more than 90 days per year. Area membership awards were mentioned as well for Harris and Hall. Dr. Lefdal also visited with the board about how our board meetings will now be run through SPARQ Data. He is also looking at placing all our policies on SPARQ as they will keep our policies up to date for us. He also shared information about the latest legislation. We did have an OCR complaint in regard to our website not being disability compliant, especially for the visually impaired. Work will be done to get our website up to compliance.

VIII.C. Facility report

Jeff Reed reported they have still been meeting weekly regarding HVAC issues. Will see how room temperatures react with students in the building. Several changes have been made. Still addressing how to address the water coming off the roof. Also discussed playground drainage.

VIII.D. Board Committee Report

The transportation committee met, and they discussed ideas about different transportation options.

IX. Discussion Items

IX.A. 2024-25 Budget

Dr. Lefdal informed the board we would need to have a budget amendment hearing for Nutrition and Activities. We will see a substantial increase in property taxes for our district and a small increase in state aid. He is hoping to have the budget worked through by August

22nd.

X.Action Items

X.A.Consider, discuss, and take action to approve the 2024-25 substitute teacher pay.

Motion was made by Aaron Reis and seconded by Dr. Kristina Nelsen to recommend freezing substitute teacher pay for the 2024-25 school year. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Abstain (With Conflict), Ryan Harris: Yea, Tyler Kirkholm: Absent, Dr.

Kristina Nelsen: Yea, Aaron Reis: Yea, Paul Tighe: Yea

Yea: 4, Nay: 0, Absent: 1, Abstain (With Conflict): 1

X.B.Consider, discuss, and take action to approve the updated policies from NASB.

Discussion was held regarding various policy updates.

Motion was made by Aaron Reis and seconded by Ryan Harris to approve the updated policies from NASB. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Absent, Dr. Kristina Nelsen: Yea, Aaron Reis: Yea, Paul Tighe: Yea

Yea: 5, Nay: 0, Absent: 1

X.C.Consider, discuss, and take action to approve the 2024-25 Student Handbook.

Dr. Lefdal informed the board that random drug testing was added back into the handbook.

Motion was made by Aaron Reis and seconded by Dr. Kristina Nelsen to approve the 2024-25 Student Handbook. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Absent, Dr. Kristina Nelsen: Yea, Aaron Reis: Yea, Paul Tighe: Yea

Yea: 5, Nay: 0, Absent: 1

X.D.Consider, discuss, and take action to set the adult meal prices for the 2024-25 school year at \$4.95 for lunch and \$2.80 for breakfast.

Motion was made by Aaron Reis and seconded by Dr. Kristina Nelsen to approve adult meal prices for the 2024-25 school year at \$4.95 for lunch, and \$2.80 for breakfast. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Absent, Dr. Kristina Nelsen: Yea, Aaron Reis: Yea, Paul Tighe: Yea

Yea: 5, Nay: 0, Absent: 1

X.E.Consider, discuss, and take action to reaffirm the Parent and Family Engagement Policy (1005.03)

Motion was made by Dr. Kristina Nelsen and seconded by Aaron Reis to reaffirm the Parent and Family Engagement Policy. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Absent, Dr. Kristina Nelsen: Yea, Aaron Reis: Yea, Paul Tighe: Yea

Yea: 5, Nay: 0, Absent: 1

X.F.Consider, discuss, and take action to approve staff training requirements fulfilling requirements for LB 1329.

Motion was made by Aaron Reis and seconded by Ryan Harris to approve the staff training requirement form. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Absent, Dr. Kristina Nelsen: Yea, Aaron Reis: Yea, Paul Tighe: Yea

Yea: 5, Nay: 0, Absent: 1

X.G.Consider, discuss, and take action to approve the 2024-25 tax authority resolution.

The school district's property tax request authority is calculated by taking the school district's property tax request from the prior year, adding total non-tax revenue from the prior year, and then increasing the school district's base growth percentage.

Motion was made by Aaron Reis and seconded by Dr. Kristina Nelsen to approve the 2024-25 tax authority resolution. On roll call vote the Board voted as follows: The motion carried
Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Absent, Dr. Kristina Nelsen: Yea,
Aaron Reis: Yea, Paul Tighe: Yea
Yea: 5, Nay: 0, Absent: 1

X.H.Consider, discuss, and take action to approve the 2024-25 certified and classified staff handbooks.

Motion was made by Dr. Kristina Nelsen and seconded by Ryan Harris to approve the 2024-25 certified and classified handbooks. On roll call vote the Board voted as follows: The motion carried
Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Absent, Dr. Kristina Nelsen: Yea,
Aaron Reis: Yea, Paul Tighe: Yea
Yea: 5, Nay: 0, Absent: 1

X.I.Consider, discuss, and take action to reaffirm the 2024-25 Student Fee Policy.

Motion was made by Aaron Reis and seconded by Dr. Kristina Nelsen to reaffirm the 2024-25 Student Fee Policy. On roll call vote the Board voted as follows: The motion carried
Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Absent, Dr. Kristina Nelsen: Yea,
Aaron Reis: Yea, Paul Tighe: Yea
Yea: 5, Nay: 0, Absent: 1

X.J.Consider, discuss, and take action to approve the Homer Education Association as the exclusive bargaining agent for the district's non-supervisory certificated staff for the 2026-27 contract year.

Motion was made by Aaron Reis and seconded by Dr. Kristina Nelsen to approve the Homer Education Association as the exclusive bargaining agent for the district's non-supervisory certificated staff for the 2026-27 contract year. On roll call vote the Board voted as follows:
The motion carried
Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Absent, Dr. Kristina Nelsen: Yea,
Aaron Reis: Yea, Paul Tighe: Yea
Yea: 5, Nay: 0, Absent: 1

X.K.Consider, discuss, and take action to approve the opening of a bank account at First Community Bank for the Qualified Capital Purpose Undertaking Funds (QCPUF).

We are currently putting QCPUF and Special Building funds in the same account. This will save time as well as be more transparent with fund balances.

Motion was made by Aaron Reis and seconded by Dr. Kristina Nelsen to approve the opening of a bank account at First Community Bank for the QCPUF fund. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Absent, Dr. Kristina Nelsen: Yea,
Aaron Reis: Yea, Paul Tighe: Yea
Yea: 5, Nay: 0, Absent: 1

XI.Next Meeting

The budget Amendment hearing will be on August 29th at 7:00pm.

The budget hearing and tax levy will be on September 12th at 7:30pm.

The next regular board meeting will be on September 16th at 7:00pm.

XII.Adjournment

Motion was made by Aaron Reis and seconded by Dr. Kristina Nelsen to adjourn the meeting at 8:35pm. On roll call vote the Board voted as follows: The motion carried
Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Absent, Dr. Kristina Nelsen: Yea,
Aaron Reis: Yea, Paul Tighe: Yea
Yea: 5, Nay: 0, Absent: 1

Dated this Wednesday, August 14, 2024.

ATTEST:
Dr. Kristina Nelsen
Secretary

Dakota County School District #31R
a/k/a Homer Community School
BY: Paul Tighe, President

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 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 pre-kindergarten 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. The instrument shall remain the property of the Homer Community School District.

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

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

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

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

1. Any non-specialized clothing required for specified courses and activities;
2. Any personal or consumable items a student will be required to furnish for specified courses and activities;
3. Any materials required for course projects if the project becomes the property of the student upon completion; and
4. Any specialized equipment or specialized attire which a student will be required to provide for any extracurricular activity, including extracurricular music courses.

The superintendent shall also promulgate 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 for allowing facilities use for NSAA District events to avoid conflict with this policy;
6. Procedures for students receiving postsecondary education credits;
7. Procedures for handling of fees related to summer school or night school;
8. 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;
9. Procedures for admitting students on waiver to extracurricular activities; and
10. Procedures for transportation of student spectators to extracurricular activities and collection of any related fees.

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

Revised: July 15, 2013

Reviewed: June 13, 2017

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

Program	General Description of Fee or Material	\$ Amount of Fee	Amount Collected	Amount Waived	Required/Optional
6th Grade Fees					
	Class Dues	\$10	390		Required
	T-shirts/Homecoming	20	760		Required
7th Grade Fees					
	Class Dues	\$10	240		Required
	T-shirts/Homecoming	20	580		Required
	Shop Fees	\$?			
8th Grade Fees					
	Class Dues	\$10	374		Required
	T-shirts/Homecoming	20	580		Required
	Shop Fees	\$?			Required
9th Grade Fees					
	Class Dues	\$15	400		Required
	T-shirts/Homecoming	20	740		Required
10th Grade Fees					
	Class Dues	\$20	380		Required
	T-shirts/Homecoming	20	540		Required
11th Grade Fees					
	Class Dues	\$50	935		Required
	T-shirts/Homecoming	20	600		Required
12th Grade Fees					
	Class Dues	\$50	1390		Required
	T-shirts/Homecoming	20			Required

		\$25			
Art Student Fees	Sketch book	\$8	329		Required
Band Instruments Fee		\$?			Required
NHS Shirt		\$15-\$20	955		Required
One Act Shirt		\$15-\$20	1223		Required
Shop Fees		?	2032		Required
Speech Shirt		?	303		Required
6-12 Tech Fees	Tech Fees	25	3690		Required
Bus Transportation	Transportation Fees	?	10762	18840.5	Optional

MINUTES OF REGULAR MEETING
BOARD OF EDUCATION
HOMER COMMUNITY SCHOOL
July 8, 2024

A meeting of the Board of Education of Homer Community School was convened in open and public session on Monday, July 8, 2024 at 7:00 p.m. in the Library at the Homer Community School, Homer, Nebraska. The following board members were present or absent:

Present: Aaron Reis, Byron Hall, Tyler Kirkholm, Paul Tighe, and Kristina Nelsen.

Absent: Ryan Harris

Administration present: Superintendent Dr. Joseph Lefdal, Principals Tom Coviello and Abbie Uhl and Board Secretary Amy Brand

Visitors present: Several

Notice of the meeting was given in advance by publication and/or posting in accordance with the Board approved method for giving notice of meetings. Notice of this meeting was given to all members of the Board of Education. The Secretary of the Board maintains a list of the news media requesting notification of meetings and advance notification to the listed media of the time and place of the meeting and the subjects to be discussed at this meeting was provided. Availability of the agenda was communicated in the publicized notice and a current copy of the Agenda was maintained as stated in the publicized notice. All proceedings of the Board of Education, except as hereinafter noted, were taken while the convened meeting was open to the attendance of the public.

I. Opening the Meeting

A. Call Meeting to Order and Notification of Open Meeting Law

The meeting was duly called to order and the Chairperson announced and informed the public that a current copy of the Open Meetings Act is posted in the Library. Publication of the Meeting was provided according to 84-1411.

B. District Mission Statement: The Homer Community School District provides a safe, supportive environment in which all students will develop skills, knowledge, and integrity essential for a successful future. This includes educating students to read with understanding, communicate clearly, solve problems effectively, think critically, and act responsibly.

C. Roll Call – All members are present except Member Harris.

Motion was made by Hall and seconded by Kirkholm to excuse Member Harris from the board meeting. On roll call vote, the Board voted as follows:

Voting for: Hall, Nelsen, Tighe, Kirkholm, Reis

The motion carried 5-0.

II. Approval of Agenda and Changes to Agenda

Motion was made by Reis and seconded by Nelsen to approve the agenda as presented.

On roll call vote, the board voted as follows:

Voting for: Hall, Nelsen, Tighe, Kirkholm, Reis

The motion carried 5-0.

III. Consent Agenda

Discuss, consider, and take all necessary action to approve all items presented on the Consent Agenda.

- A. Approve the Minutes of the June 11th regular meeting.
 - B. Approve the Minutes of the June 26th special meeting.
 - C. Approve claims and accounts payable and payroll expense from General Fund.
- Motion was made by Reis and seconded by Nelsen to approve all Consent Agenda items.
On roll call vote, the Board voted as follows:
Voting for: Nelsen, Tighe, Hall, Kirkholm, Reis
Motion carried 5-0.

IV. Public Comment

Diana Hauck, bus driver with First Student, invited the board to attend a drive along on July 16th at 10:00 a.m. at the Courthouse in Dakota City. County Commissioners will also be invited and all three bus routes will be driven.

V. Information Items: Reports

- A. Administrator reports: Revisions to the Teacher Evaluation Policy (406.08) were discussed as well as District, Elementary and Secondary changes to the Student Handbook for the 2024-2025 school year.
- B. Superintendent report: Dr. Lefdal informed the board that his first week with the District has gone well and gave dates he would be attending various workshops. Dr. Lefdal also discussed Sparq Data Solutions, which manages online board meeting agendas, paperless board meetings and document storage.
- C. Technology report: Jeff Reed informed the board the sound system is updated and staff devices are all in.
- D. Facility report: Continuous HVAC issues remain to occur..

VI. Discussion Items

- A. Policy update – second reading. Dr. Lefdal gave an overview of all policy revisions and new policies for the board’s consideration.
- B. Basketball court/playground. Budget limitations were discussed and Dr. Lefdal would like to see where the budget is at before we look at playground expenses. Different options were discussed, and this topic will be revisited at a later date.
- C. Substitute Teacher Pay. Dr. Lefdal recommended to keep our substitute teacher pay where it is for the 2024-2025 school year. This will be an action item at August’s meeting.

VII. Action Items

- A. Motion was made by Reis and seconded by Nelsen to approve the revised Teacher Evaluation Policy (406.8). On roll call vote, the board voted as follows:
Voting for: Tighe, Kirkholm, Reis, Hall, Nelsen
The motion carried 5-0.
- B. Discussion was held regarding different busing options. Motion was made by Hall and seconded by Kirkholm to approve the Transportation Service Agreement with First Student, Inc. On roll call vote, the board voted as follows:
Voting for: Tighe, Kirkholm, Reis, Hall, Nelsen
The motion carried 5-0.
- C. Motion was made by Reis and seconded by Hall to not increase the busing fees for option enroll students for the 2024-2025 school year. On roll call vote, the board voted as follows:
Voting for: Kirkholm, Reis, Hall, Nelsen, Tighe
The motion carried 5-0.

- D. Motion was made by Kirkholm and seconded by Hall to approve Dr. Joseph Lefdal authorization to apply for all state and federal funding, including Title 1 for 2024-2025 school year. On roll call vote, the board voted as follows:
Voting for: Nelsen, Tighe, Kirkholm, Reis, Hall
The motion carried 5-0.
- E. Motion was made by Reis and seconded by Kirkholm to approve the 2024-2025 membership with the Nebraska Community Schools Association (NRCSA). On roll call vote, the board voted as follows:
Voting for: Reis, Nelsen, Tighe, Kirkholm
The motion carried 5-0.
- F. Motion was made by Nelsen and seconded by Reis to approve the service agreement with Porter and Company, CPA's, P.C. for the 2023-2024 District Audit. On roll call vote, the board voted as follows:
Voting for: Nelsen, Tighe, Kirkholm, Reis, Hall
The motion carried 5-0.
- G. Motion was made by Reis and seconded by Hall to authorize Dr. Joseph Lefdal to be added as a signatory to all the District bank accounts. On roll call vote, the board voted as follows:
Voting for: Nelsen, Tighe, Kirkholm, Reis, Hall
The motion carried 5-0.
- H. Discussion was held regarding reinstating the District's drug testing policy for students involved in extra-curricular activities and including it in the 2024-2025 Student Handbook. More information will be provided at next month's meeting.
- I. Motion was made by Reis and seconded by Kirkholm to reaffirm bully prevention, appropriate relationships with students, multicultural, and citizenship policies. On roll call vote, the board voted as follows:
Voting for: Nelsen, Tighe, Kirkholm, Reis, Hall
The motion carried 5-0.

VIII. Time/Date of next meetings

The next regular board meeting is set for Wednesday, August 14, 2024 at 7:00p.m.

IX. Motion to Adjourn

Motion was made by Reis and seconded by Hall to adjourn the meeting at 8:34 p.m. on July 8, 2024. On roll call vote the board voted as follows:

Voting for: Kirkholm, Reis, Hall, Nelsen, Tighe

The motion carried 5-0.

The meeting was duly adjourned.

Dated this 8th day of July, 2024.

ATTEST:
Kristen Nelsen
Secretary

Dakota County School District #31R
a/k/a Homer Community School
BY: Paul Tighe, President

Total Collections

	2020-2021	2021-2022	2022-2023	2023-2024
September	1,033,272	1,101,510	800,659	698,595
October	550,305	466,671	316,779	466,618
November	264,180	354,239	519,791	221,093
December	324,994	273,331	275,982	346,820
January	693,440	1,441,146	1,130,286	1,324,358
February	646,250	666,287	588,149	524,431
March	458,215	331,897	332,046	485,652
April	618,307	381,882	574,028	513,032
May	1,158,909	1,183,274	855,633	996,973
June	460,064	409,099	429,134	489,487
July	67,137	60,559	48,640	84,226
August	104,801	43,664	417,695	
TOTALS	6,379,875	6,713,559	6,288,821	6,151,287

Tax Collections

	2020-2021	% of Total	2021-2022	% of Total	2022-2023	% of Total	2023-2024	% of Total
September	817,230	79.09%	838,046	76.08%	600,231	74.97%	504,135	72.16%
October	336,673	61.18%	102,555	21.98%	116,402	36.75%	108,401	23.23%
November	53,098	20.10%	27,097	7.65%	35,932	6.91%	29,497	13.34%
December	22,881	7.04%	26,170	9.57%	25,912	9.39%	25,976	7.49%
January	446,873	64.44%	955,255	66.28%	889,616	78.71%	991,893	74.90%
February	316,400	48.96%	322,780	48.44%	214,253	36.43%	228,350	43.54%
March	75,000	16.37%	85,328	25.71%	59,157	17.82%	70,956	14.61%
April	265,720	42.98%	338,837	88.73%	347,686	60.57%	232,260	45.27%
May	910,927	78.60%	732,782	61.93%	591,358	69.11%	706,690	70.88%
June	179,454	39.01%	144,668	35.36%	135,466	31.57%	173,628	35.47%
July	62,928	93.73%	53,367	88.12%	40,059	82.36%	28,798	34.19%
August	84,641	80.76%	36,306	83.15%	49,150	11.77%		#DIV/0!
TOTALS	3,571,825	55.99%	3,663,191	54.56%	3,105,221	49.38%	3,100,585	50.41%

State Aid

	2020-2021	% of Total	2021-2022	% of Total	2022-2023	% of Total	2023-2024	% of Total
September	211,738	20.49%	198,188	17.99%	199,203	24.88%	191,609	27.43%
October	208,734	37.93%	198,188	42.47%	195,724	61.79%	185,008	39.65%
November	208,734	79.01%	198,188	55.95%	195,724	37.65%	185,008	83.68%
December	208,734	64.23%	198,188	72.51%	195,724	70.92%	185,008	53.34%
January	208,734	30.10%	198,188	13.75%	195,724	17.32%	185,008	13.97%
February	208,734	32.30%	198,188	29.75%	195,724	33.28%	185,008	35.28%
March	208,734	45.55%	198,188	59.71%	195,724	58.94%	185,008	38.09%
April	208,734	33.76%	0	0.00%	195,724	34.10%	185,008	36.06%
May	208,734	18.01%	396,376	33.50%	195,724	22.87%	185,008	18.56%
June	208,468	45.31%	198,188	48.44%	195,719	45.61%	185,004	37.80%
July								
August								
TOTALS	2,090,078	32.76%	1,981,880	29.52%	1,960,714	31.18%	1,856,677	30.18%

Check Register

Direct

Dep.	Check Number Invoice	Check Date Invoice Date	Vendor ID PO Number	Vendor Name PO Date	Description	Amount
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Checks Printed

Bank Account :A - First Community Bank

00054937 665273	08/07/2024	AHERFIRE	Ahern Fire Protection sprinkler inspection	08/07/2024		192.00
					Check Total	192.00
00054938 0001383285	08/07/2024	AOXWELDI 7507	A-OX WELDING SUPPLY CTE Grant supplies	08/07/2024		7,948.13
					Check Total	7,948.13
00054939 66530	08/07/2024	BUSHDRY 7515	Bush Dry Cleaning & Laundry dry clean band uniforms	/ /		705.00
					Check Total	705.00
00054940 A251181551	08/07/2024	COLLBOAR	College Board AP exam	08/07/2024		267.00
					Check Total	267.00
00054941 08152024	08/07/2024	COURFLOO	Court Floors LLC Gym Floors	08/07/2024		4,250.00
					Check Total	4,250.00
00054942 110	08/07/2024	DAKCOSTR	Dakota County Star public legals	08/07/2024		171.05
					Check Total	171.05
00054943 583462	08/07/2024	DECKEQUI 7504	Decker Equipment supplies	08/07/2024		31.95
					Check Total	31.95
00054944 S1113878	08/07/2024	FLEEUSLL 7539,7461	Fleet US paint	08/07/2024		1,097.00
					Check Total	1,097.00
00054945 1552371	08/07/2024	FOLLSCHO	Follett School Solutions, Inc. service renewal/service and su	08/07/2024		952.55
					Check Total	952.55
00054946 407890,407983	08/07/2024	FOULBROT	Fouk Brothers Plumbing & Heating broken water pipe/track	08/07/2024		527.33
					Check Total	527.33
00054947 08012024	08/07/2024	GILLHAUL	Gill Hauling Trash removal	08/07/2024		1,036.81
					Check Total	1,036.81
00054948 605555148	08/07/2024	HILLFLOO 7501	Hillyard / Sloux Falls Branch custodial supplies	08/07/2024		9,969.80
					Check Total	9,969.80
00054949 14556-8	08/07/2024	HOLINNKY	Holiday Inn - Kearney Admin days hotel	08/07/2024		1,214.55

Check Register

Direct

Dep. Invoice	Check Number Invoice	Check Date Invoice Date	Vendor ID PO Number	Vendor Name PO Date Description	Amount
				Check Total	1,214.55
	00054950 09152024	08/07/2024	HOMELEAS	Hometown Leasing 08/07/2024 copier lease	1,610.70
				Check Total	1,610.70
	00054951 4583220	08/07/2024	INNOOFFI 7311	Innovative Office Solutions, LLC 08/07/2024 Supplies	1,567.58
				Check Total	1,567.58
	00054952 06182024	08/07/2024	INTEBATT	Interstate Battery Center #9136 08/07/2024 Supplies	178.70
				Check Total	178.70
	00054953 07312024	08/07/2024	JJPRONTO	J & J Pronto 08/07/2024 Fuel	585.19
				Check Total	585.19
	00054954 IV00297629	08/07/2024	JUSTFIRE	Justice Fire and Safety 08/07/2024 fire ext. inspection	1,287.00
				Check Total	1,287.00
	00054955 278369	08/07/2024	LANGLINK	Language Link 08/07/2024 yearly interpretation fee	50.00
				Check Total	50.00
	00054956 10232024	08/07/2024	LANGSYST	Langmuir Systems 08/07/2024 reissue check from October	10,598.96
				Check Total	10,598.96
	00054957 0822882	08/07/2024	MARC 750.	Mid-American Research Chemical 08/07/2024 weed killer	659.98
				Check Total	659.98
	00054958 52385411	08/07/2024	MATHTRIG	Matheson Tri-Gas, Inc. 08/07/2024 monthly fee	58.22
				Check Total	58.22
	00054959 4188	08/07/2024	MCS 7311	My Central Supply 08/07/2024 supplies	1,707.43
				Check Total	1,707.43
	00054960 38798,37197	08/07/2024	MENARDS	Menards 08/07/2024 supplies	291.72
				Check Total	291.72
	00054961 10824788	08/07/2024	MIDBMUSI	Mid-bell Music, Inc 08/07/2024 Band supplies	1,045.82
				Check Total	1,045.82
	00054962 459274	08/07/2024	MIDWALAR	Midwest Alarm Company 08/07/2024 Sprinkler system service	425.00

Check Register

Direct

Dep. Invoice	Check Number Invoice	Check Date Invoice Date	Vendor ID PO Number	Vendor Name PO Date Description	Amount
				Check Total	425.00
	00054963 36994	08/07/2024	NATIARTS	National Art & School Supplies, Inc. 08/07/2024 supplies	1,623.19
				Check Total	1,623.19
	00054964 08072024	08/07/2024	NCSA 7556	Ncsa 08/07/2024 membership fees	1,814.00
				Check Total	1,814.00
	00054965 07192024 2	08/07/2024	NEBRPUBL	Nebraska Public Power Distric 08/07/2024 electric	5,979.98
				Check Total	5,979.98
	00054966 07112024	08/07/2024	NEBRWORK	Nebraska Dept of Labor 08/07/2024 Unemployment charges	3,084.53
				Check Total	3,084.53
	00054967 2022159656	08/07/2024	ONESOURC	One Source 08/07/2024 background check	29.00
				Check Total	29.00
	00054968 1990961-03	08/07/2024	PERMABOU 7223	Perma-Bound 08/07/2024 Library books	325.10
				Check Total	325.10
	00054969 07192024	08/07/2024	PERRGUTH	Perry Guthery Haase & Gessfor 08/07/2024 Legal Fees	698.75
				Check Total	698.75
	00054970 84532,82867	08/07/2024	ROBEIMPL	Robertson Implement Co. 08/07/2024 Mower repairs	508.37
				Check Total	508.37
	00054971 M7487540	08/07/2024	SCHOLAST	Scholastic, Inc. 08/07/2024 classroom supplies	1,220.43
				Check Total	1,220.43
	00054972 610619	08/07/2024	SCHOMATE 7354	School Mate 08/07/2024 Planners	675.10
				Check Total	675.10
	00054973 208134264920	08/07/2024	SCHOSPLL 7351	School Specialty LLC 08/07/2024 Supplies	332.78
				Check Total	332.78
	00054974 16369	08/07/2024	SIUOLOCK	Siouxland Lock & Key 08/07/2024 keys/lock	32.74
				Check Total	32.74
	00054975 2663	08/07/2024	SOCS/FES	SOCS/FES 08/07/2024 year web hosting fee	2,470.00

ALL Data

Check Register

Arranged by:
Check Number

Direct

Dep. Invoice	Check Number	Check Date	Vendor ID	Vendor Name	Amount
Invoice		Invoice Date	PO Number	PO Date Description	
				Check Total	2,470.00
00054976		08/07/2024	SPARDATA	Sparq Data Solutions	
3560				08/07/2024 Meeting subscription and set u	2,450.00
				Check Total	2,450.00
00054977		08/07/2024	STERCOMP	Sterling Computers	
07282024			7266	08/07/2024 Licenses	5,217.26
				Check Total	5,217.26
00054978		08/07/2024	STUDIO B	Studio B Graphics	
35406				08/07/2024 business cards	255.00
				Check Total	255.00
00054979		08/07/2024	TMSSYSYSTE	Time Management Systems	
315048				08/07/2024 Monthly support	85.00
				Check Total	85.00
00054980		08/07/2024	WILMHARD	Wilmes Hardware Hank	
1673226-01				08/07/2024 supplies	23.84
				Check Total	23.84
Total of Checks Printed:					75,254.54
Report Total:					75,254.54

Checks	44
Printed Direct Deposits	0
Emailed Direct Deposits	0
Total Payments	44

Building Fund: (Used for Improvements)		
Balance in Building Fund Passbook (7-1-24)		\$ 569,956.26
Interest		2,296.69
Dakota and Thurston County Treasurer		563.11
	July Ending Balance	\$ 572,816.06

QCPUF Fund		
Balance in QCPUF (7-1-24)		\$ 247,525.14
Dakota and Thurston County Treasurer		\$ 1,670.49
	July Ending Balance	\$ 249,195.63

Depreciation Fund: (Used for Replacement)		
Balance in Depreciation Fund Balance (7-1-24)		\$ 323,882.29
Interest		917.06
	July Ending Balance	\$ 324,799.35

Depreciation Fund Total Designation:

August 2017	\$100,000 for Textbooks(used2,482)(Used167) (25,254)(10,033)(11,836) (6961)
August 2019	\$25,000 for Vehicle (23,678 for van) \$25,000 for Textbooks
August 2020	\$100,000 for Technology (13,762)(3839)(27174)(2,415)(37,925)(12,793)
August 2022	\$50,000 for Textbooks \$150,000.00 for Technology (109,531.69) \$100,000.00 for Repairs(2988) (8,219) (3,800)(37,842)(34,908)
August 2023	\$50,000 for Technology \$25,000 for Textbooks \$25,000 for Vehicle

Depreciation Fund Total Available:

Total Repairs	\$ 12,243
Total Technology	\$ 92,560
Total Textbooks	\$143,267
Total Vehicle	\$ 26,322
Total Misc.	\$ 26,074

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General Fund Account Balances – August 2024

Receipts:

(Received since last board meeting)

First Community Bank – Interest	237.60
Dakota & Thurston County Treasurer – Taxes from last month	28,797.89
ESU #2/Cultural Connections	44,587.00
PNC Bank/check washing reimbursement	10,598.96

Balance in General Fund Checking (8/1/2024)	660,222.78
Balance in CD (8/1/2024)	826,802.10
Balance in General Fund Petty Cash (8/1/2024)	1,739.30
General Fund Balance	1,488,764.18

General Fund Checking Balance as of August 1, 2024	660,222.78
August Account Payable Expenses	- 75,254.54
August Payroll Expense (Inc payroll deductions)	- 396,236.81
August To Be Deposited	+ 83,025.65
Estimated Balance End of August	271,757.08

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Hot Lunch Program Balance July 1, 2024

Hot Lunch Balance as of July 1, 2024	\$ 15,079.73
July Expenses to date	- 34.95
July Deposited to date	+ 0
Balance End of July	\$ 15,044.78

HCS Nutrition Fund Balance July 1, 2024

Nutrition Balance as of July 1, 2024	\$ 92,220.68
July expenses to date	- 0
July deposited to date	+ 258.47
Balance End of July	\$ 92,479.15

TOTAL LUNCH BALANCE \$107,523.93

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Activity Account Balance –July, 2024

Beginning bank balance as of July 1, 2024	\$ 66,345.12
July expenditures	- 18,504.82
July deposits	+ 13,924.92
Balance End of July	\$ 61,765.22

TOTAL EXPENDITURES

	2023-2024			2022-2023			2021-2022		
	Budget	YTD	Budget%	Budget	YTD	Budget%	Budget	YTD	Budget%
Regular Education (1100)	\$4,000,000	\$3,512,936	88%	\$3,852,000	\$3,618,844	94%	\$3,600,000	\$3,357,599	93%
Special Education (1200)	\$650,000	\$620,067	95%	\$600,000	\$666,534	111%	\$650,000	\$556,487	86%
Pupil Support (2100)	\$350,000	\$405,377	116%	\$375,000	\$336,747	90%	\$375,000	\$370,313	99%
Instr Staff Support (2200)	\$110,000	\$108,138	98%	\$104,540	\$101,191	97%	\$105,000	\$98,674	94%
Superintent Support (2300)	\$220,000	\$219,776	100%	\$210,000	\$214,231	102%	\$200,000	\$208,560	104%
Principal Support (2400)	\$370,000	\$373,700	101%	\$310,000	\$346,220	112%	\$320,000	\$285,054	89%
Business Support (2500)	\$150,000	\$158,362	106%	\$125,000	\$147,278	118%	\$125,000	\$120,716	97%
Bldg/Grnds Support (2600)	\$475,000	\$503,479	106%	\$450,000	\$451,847	100%	\$450,000	\$465,494	103%
Pupil Transportation (2700)	\$300,000	\$232,967	78%	\$260,000	\$290,346	112%	\$242,000	\$236,092	98%
Community/State Grant (3000)	\$5,000	\$12,646	253%	\$5,000	\$820	16%	\$5,000	\$1,795	36%
Federal Grants (6000)	\$300,000	\$377,542	126%	\$360,000	\$380,724	106%	\$433,000	\$351,393	81%
Summer School (1300)	\$20,000	\$23,921	120%	\$35,000	\$13,941	40%	\$55,000	\$28,210	51%
Transfers (8000)	\$350,000	\$0	0%	\$400,000	\$500,000	125%	\$400,000	\$0	0%
TOTAL	\$7,300,000	\$6,548,911	90%	\$7,086,540	\$7,068,723	100%	\$6,960,000	\$6,080,387	87%

Salaries (100)	\$4,200,000	\$4,089,808	97%	\$3,999,300	\$4,080,649	102%	\$3,793,300	\$3,731,818	98%
Fringe Benefits (200)	\$1,400,000	\$1,175,899	84%	\$1,200,000	\$1,223,722	102%	\$1,263,255	\$1,108,613	88%
Salary & Fringes Total	\$5,600,000	\$5,265,707	94%	\$5,199,300	\$5,304,371	102%	\$5,056,555	\$4,840,431	96%
Contracted Services (300)	\$400,000	\$327,668	82%	\$410,000	\$352,440	86%	\$425,000	\$406,004	96%
Rentals/Repairs (400)	\$150,000	\$41,130	27%	\$73,795	\$96,385	131%	\$75,000	\$18,195	24%
Travel/Office (500)	\$450,000	\$443,426	99%	\$472,900	\$419,336	89%	\$472,900	\$411,172	87%
Supplies (600)	\$350,000	\$333,851	95%	\$430,545	\$330,118	77%	\$430,545	\$292,323	68%
Transfers (700/800)	\$350,000	\$137,130	39%	\$500,000	\$566,074	113%	\$500,000	\$112,262	22%
TOTAL	\$7,300,000	\$6,548,911	90%	\$7,086,540	\$7,068,723	100%	\$6,960,000	\$6,080,387	87%

Credit Card Expenditures

Summer School	\$198.00
Tech	\$60.99
Staff PD	\$99.14
Mental Health Grant	\$5,287.25
HAL	\$392.20
Secondary	\$230.63
Office	\$541.40
Elementary	\$403.71
Maintenance	\$138.38
HS Travel	\$218.52
Elementary Guidance	\$116.85
HS SPED	\$179.11
Elem SPED	\$93.22
Activity	\$4,236.38
TOTAL	\$12,195.78

Principal Board Report – August 14, 2024

District

- Teammates
 - Mentor/Mentee Night on August 19 at 7:00 in main gym
 - Sign up to mentor

Elementary

- Books are Fun! (PK-5)
 - Students can collect donations to earn up to 10 books within their grade level.
 - Every student will take home a book within their grade level.
 - Each grade level team will review the book list.

JH/HS

- Fall practices began Monday, August 12th
 - XC, Volleyball and Football
 - First Contests
 - XC & VB - 29th
 - FB - Aug. 30th
- Homecoming - September 9-13th

Book Blast Book List as of 8/6/2024 *These titles are subject to change.*

Grade	Title
1	Slowly, Slowly, Slowly, Said Sloth HC
1	Library Fish Learns to Read 2 in 1 Flip HC
1	Interrupting Cow & Friends 7 in 1 Bindup
1	Search & Find Flashlight Fun Animals HC
1	My Curious World HC
1	Extreme Animals 4 in 1 Bindup HC
1	I Spy with My Little Eye 2 in 1 Flip HC
1	Positive Power Story Collection 6 in 1
1	Follow the Drinking Gourd
1	Spin and Play Animal Games HC
2	Ready to Read Super Facts 4 in 1 Bind up HC
2	Super Turbo 4 in 1 Bindup
2	Where's Waldo: The Wonder Book
2	Spot What 2 in 1 Flip Book
2	A New Day HC
2	Turtle Rescue
2	Cat & Dog Learn All About Money 6 in 1 HC
2	Big Book of Awesome Activities
2	Wonders of Learning 3 set
2	Cloudy With a Chance of Meatballs (PB)
3	Secret Explorers 3 in 1 Bindup PB
3	My Big Book of Adventures
3	My Weird School 4 in 1 Bindup
3	Incredible Comic Book Studio
3	Big Book of Science & Space
3	Kingdom of Wrenly 4 in 1 PB
3	Humphrey: World According to (PB)
3	Scary Tales Retold 5 in 1 Bind Up HC
3	Cat & Dog Diaries 2 in 1 Flip Book HC
3	100 Ancient Facts Pocket Ed 3 set
4	Big Nate Back to Back Hits

4 Wonderland (PB)
4 Max and the Midknights HC
4 Trapped in a Video Game Book 1 PB
4 Favorite Stories Humphrey 3 in 1 PB
4 Bill Nye's VR Science Lab
4 Bracketivity - Kids
4 Once Upon a Tim HC
4 Spynosaur 2 in 1 BindUp PB
4 Spiderwick Chronicles 5 in 1 Bindup PB
5 Dog Squad 2 in 1 Flip Book
5 History Smashers 3 in 1 Bindup
5 Max & The Midknights 2 in 1 Flip PB
5 Can you Beat this Book?
5 World's Worst Time Machine
5 24-Hour History
5 Beyond the Bright Sea
5 Savvy (PB)
5 Rocks & Minerals (with 4 rocks)
5 Rump/Grump Bind Up 2 in 1
6 Sixth Grade Alien 3 in 1 Bindup
6 Last Mapmaker
6 Story Thieves #1 (PB)
6 Unteachables, The
6 Would You Rather?
6 DogTown HC
6 Sort of Super (PB)
6 One and Only Bob
6 Elephant in the Room (PB)
6 Summer of the Monkeys
7 Forgotten Five - Map of Flames #1
7 Last Rabbit, The
7 Keeper of the Lost Cities #1
7 Locomotion

7 Molly and the Machine
7 Total Eclipse of Nester Lopez
7 Doughnut Fix, The
7 Winterhouse
7 Navigating Early
7 Real Friends
8 Dead End in Norvelt #1
8 Night Diary
8 Out of My Mind (PB)
8 I Lived on Butterfly Hill
8 Doll Bones
8 Book Scavenger (Book Scavenger#1) (PB)
8 Tight
8 Bomb: The Race to Build and Steal
8 Small Spaces
8 Dude Perfect
K Are you My Mother & Go, Dog, Go 2 set
K Brown Bear, Brown Bear HC
K Write & Wipe Animal Alphabet Seek & Find
K There's A Superhero in Your Book HC
K Be Strong HC
K Flubby 4 in 1 PB
K Learn to Read 4 set
K Ocean Stories 4 set
K Feelings HC
K Interrupting Chicken
PreK Dr. Seuss Discovers 3 Set 8x8 PB
PreK Everyone Belongs HC
PreK Adventures of Otto 5 in 1 HC
PreK Seek & Find Jigsaw Book Animals HC
PreK K is for Kindness HC
PreK Complete Follow Your Dreams CollectionHC
PreK Very Hungry Worry Monster, The

PreK 100 Nursery Rhymes HC
PreK Bluey For Real Life Story Collection HC
PreK My First Search & Find 123

DR. BRIAN L. MAHER, COMMISSIONER



TEL 402.471.2295
FAX 402.471.0117



P.O. Box 94987
Lincoln, NE 68509-4987



education.ne.gov



August 5, 2024

Dear Superintendent Lefdal:

The Department has received your request for additional days for local substitute permit holders working at Homer Community Schools. Your request has been approved based on the circumstances you identified. This authorization allows local substitute permit holders, as requested, to teach more than 90 days in your school system for the 2023-2024 academic year.

If you have any questions or concerns about this authorization, please contact me at brad.dirksen@nebraska.gov.

Respectfully,

Brad Dirksen
Administrator
Office of Accreditation, Certification, & Approval

Awards

Kem Loecker <kloecker@nasbonline.org>

Fri 8/2/2024 9:13 AM

To: Ryan Harris <ryanharris@homerknights.org>; Byron Hall <byronhall@homerknights.org>; Joey Lefdal <joylefdal@homerknights.org>

Hello,

The NASB Area Membership Meetings are coming up soon. At the meetings, we will recognize board members who have moved up a level in our Awards of Achievement program, as well as collective boards earning a board award. Below is a list of the awards and recipients for your district/ESU. Please consider registering the board members for an Area Membership Meeting so we can recognize and celebrate them. Additional information on the meetings can be found on our website [Area Membership Meetings \(nasbonline.org\)](https://www.nasbonline.org/area-membership-meetings). Thank you.

Homer Community School	Ryan Harris	Point Award - Level I
Homer Community School	Byron Hall	Point Award - Level IV

Kem Loecker

Executive Administrative Assistant



1311 Stockwell Street
Lincoln, Nebraska 68502
402-423-4951
800-422-4572

www.NASBonline.org

www.twitter.com/NASBonline

www.facebook.com/NASBonline

[NASB's VIDEO LIBRARY](#)

The Nebraska Association of School Boards provides programs, services, and advocacy to strengthen public education for all Nebraskans.

LEADERSHIP – INNOVATION – VISION – ENGAGEMENT – #liveNASB #weLIVEhere

Mark Your Calender

AREA MEMBERSHIP MEETINGS

August 20 - North Platte

August 21 - Gering

August 22 - Valentine

August 27 - Kearney

August 28 - York

September 4 - Norfolk

September 11 - Nebraska City

September 24 - Omaha

September 25 – Fremont

LABOR RELATIONS CONFERENCE

October 2-3 – Lincoln

STATE EDUCATION CONFERENCE

November 20-22 – CHI Health Center Omaha

NEW BOARD MEMBER WORKSHOPS

December 2024 – Norfolk, Kearney, Gering, North Platte, York & Omaha

Learn more and register at www.NASBonline.org

School	2023-2024 Sub Pay		Full Day Pay	2024-2025
Emerson-Hubbard	\$115 & after 15 consecutive days they are put on the salary schedule		\$ 115.00	
Pender	\$135		\$ 135.00	
Niobrara	\$150 & free breakfast & lunch		\$ 150.00	
Bloomfield	\$135 & after 5 consecutive days they are put on the salary schedule		\$ 135.00	
Allen	\$110		\$ 110.00	
Wakefield	\$125		\$ 125.00	
Hartington-Newcastle	\$130 full day and \$65 for half day		\$ 130.00	
Crofton	\$135 and \$150 for long term		\$ 135.00	
Homer	\$140 Days 1-20/\$155 days 21-50/ \$185 days 51 plus		\$ 140.00	
Wynot	\$125 with lunch provided and \$160 for long term		\$ 125.00	
Verdigre	\$130/\$140 long term		\$ 130.00	
LCC	\$145 and on the salary schedule for long term after 10th consecutive day		\$ 145.00	
Ponca	\$125 full day & \$70 for half day		\$ 125.00	
Randolph	\$130 full day and \$160 after 10 consecutive days		\$ 130.00	
Winnebago	\$160 and \$200 after 20 days		\$ 160.00	
Wayne	\$155 for full day and 1/186th after 20 consecutive days		\$ 155.00	
Winside	\$150 and on the salary schedule for long term 1/185		\$ 150.00	
SSC	\$145 Day 1-25, \$185 Days 26-50, \$215 Days 50 plus		\$ 145.00	
Wausa	\$125 full day & 1/185 after two consecutive weeks		\$ 125.00	
Creighton	125/day & 135/10+ consecutive days		\$ 125.00	
Walthill	\$172		\$ 172.00	
Verdigre	120/130		\$ 120.00	
		Average=	\$ 135.55	

May 2024 NASB
Policy Update

Gregg Cruickshank

From: Jim Luebbe <jluebbe@nasbonline.org>
Sent: Friday, May 24, 2024 11:50 AM
To: Allison Pritchard (allison.pritchard@elbaps.org); Angela Dibbert (adibbert@gips.org); George Clear - Hay Springs (george.clear@hshawks.com; Gregg Cruickshank; jcline@lakeview.esu7.org; jklein@heartlandschools.net; John Hakonson (john.hakonson@lexschools.org); Lindsey Mashek (lmashek@geringschools.net); Marilyn Reed (rmreed107@hotmail.com); Matt Fisher (mfisher@gips.org); matt.drew@litchfieldps.org; Mike Brockhaus; nregan@geringschools.net; Robin Dexter (rdexter@gips.org); Summer Stephens (sstephens@gips.org); Tim Heckenlively (theckenlively@fallscityps.org); tmiller@gubn.org; Vern Fisher (vern.fisher@gibbonpublic.org)
Subject: May 24, 2024 NASB Policy Update
Attachments: 0201.02 - elections and appointments.docx; 0204.07 - meeting notice.docx; 0204.12 - public comment.docx; 0206.02 - association membership.docx; 0402.03 - employee conflict of interest.docx; 0409.01 - certificated employee professional development.docx; 0502.02 - nonresident students, option enrollment.docx; 0502.03 - entrance - admissions.docx; 0503.04 - addressing barriers to attendance.docx; 0504.03 - student conduct.docx; 0504.06 - student appearance.docx; 0504.11 - weapons.docx; 0607.10 - classroom environment.docx; 0611.02 - student promotion, retention or acceleration.docx; 0611.07 - graduation requirements.docx; 0802.05 - free or reduced meals and meal charges.docx; 0905.04 - emergency response mapping.docx; 1003.00 - examination of district records.docx

NASB Policy Update Subscribers,

The policy revisions from the recent legislative session are a bit more lengthy than usual. I will send a set of redlines showing all revisions in an email following this one.

As always, any text in *italics* indicates a choice to be made between alternate wording to fit your district's local practices.

1. Policy 201.02 – LB 287 requires that in the case of a special district election called by the Secretary of State to fill a majority of board seats, all candidates shall fill out candidate filing forms.
2. Policy 204.07 Meeting Notice – LB 287 prescribes an alternate method for providing notice of meetings when newspaper publication cannot be done on a timely basis. This policy will once more be revised prior to January 2025, when a more detailed alternate notice method from LB 287 will go into effect. We'll keep you posted.
3. Policy 204.12 Public Comment – LB 43 requires that public comment shall be allowed at each meeting. No minimum time period is specified by the legislation for the complete comment period nor is there a requirement that each person must be given time to speak. A practice such as allowing the first individuals who signed up to speak until the period is filled would still be acceptable. When updated posters for the Open Meetings Act become available, the outdated ones should be replaced.

4. Policy 206.02 Board Association Membership – LB 304 requires school districts to disclose on their website any membership dues paid to organizations such as NASB and also any additional fees paid to lobbyists or lobbying organizations.
5. Policy 402.03 Employee Conflict of Interest – LB 287 reinforces existing conflict of interest statutes to prevent employees from entering into personally beneficial agreements on behalf of the district without the board’s knowledge.
6. Policy 409.01 Certificated Employee Professional Development – LB 1329 modifies state statutes that had previously been quite specific about minimum annual training hour requirements for certain topics. Local school boards may now determine how much training shall be reasonable.
7. Policy 502.02 Nonresident Students/Option Enrollment – LB 1329 has several language changes to implement the decision that students may now option enroll for each of 3 levels of schooling. Since the entire topic has gotten a bit more complex, I have also added some additional basic guidance from the original rules to better describe the entire process.
8. Policy 502.03 Entrance – Admissions – LB 71 creates additional funding opportunities for early childhood education programs and the change here deals with making it available both to children who are not yet eligible for kindergarten and also for children a year older who are being held back to the latest allowable year before beginning kindergarten. This language is entirely optional.
9. Policy 503.04 Addressing Barriers to Attendance – LB 1029 specifically exempts mental or physical illness from those reasons for unexcused absences that may be considered as excessive. LB 1329 also strengthens the option of conducting an educational evaluation of the reason for absences.
10. Policy 504.03 Student Conduct – LB 43 created the First Freedom Act to prevent undue substantial burdens from being placed upon a student’s religious exercise.
11. Policy 504.06 Student Appearance – LB 43 also includes basic language effective this coming school year to protect a student’s right to wear tribal regalia. LB 298 passed in 2023 directs NDE to issue a model dress code and grooming policy by December 2024. The right to wear tribal regalia is effective now but districts will not need to adopt a policy similar to NDE’s model until the 2025-26 school year.
12. Policy 504.11 Weapons – LB 1329 makes changes in acceptable methods of firearms storage in vehicles operated by adults and parked at schools. There is also a requirement for state authorities to develop a model policy to allow the carrying of firearms by certain individuals in lesser populated districts (now designated as Class II and Class III), but no deadline has been set for its adoption.
13. Policy 607.10 Classroom Environment – LB 1329 requires that the primary classroom world map must be an equal-area projection map. Gerardus Mercator’s 1569 navigational projection map may still serve useful instructional purposes since it preserves directions accurately. Since it distorts the relative sizes of land masses, it now cannot be used alone.
14. Policy 611.02 Student Promotion, Retention, or Acceleration – LB 71 creates new procedures for a parent to request having a student repeat a grade.

15. Policy 611.07 Graduation Requirements – LB 705 last year required that each graduating student must submit a Free Application for Federal Student Aid (FAFSA) beginning in the 2024-25 school year and allows certain situations for opting out of it.
16. Policy 802.05 Free or Reduced Cost Meals Eligibility and Meal Charges – LB 1329 prohibits schools from using debt collection agencies to collect outstanding school lunch debts from students.
17. New Optional Policy 905.04 Emergency Response Mapping – LB 1329 allows boards to adopt an optional policy to create an emergency response map of school facilities for public agency use. Districts adopting such a policy will have state funding sources available to assist with the cost of implementing these maps. This policy is not required and will not include a redline since it is new.
18. Policy 1003.00 Public Examination of School District Records – LB 43 requires districts to supply up to 8 hours of employee time, rather than the previous requirement of 4, to meet public records requests of state residents without charging for employee time.
19. Policy 606.09 Textbook Loans to Children Enrolled in Private Schools – LB 705 last year required NDE to take over the textbook loan program beginning with the 2024-25 school year. Policy 606.09 can now be deleted.

There was much discussion about increasing parental oversight in schools and LB 71 requires NDE to adopt an Educational Decisionmaker model policy by July 1, 2025, stating how districts will provide additional information regarding a wide range of materials and procedures in the schools. This does not affect this year's policies.

LB 1329 makes a minor change in statute to specify that it is a district's responsibility to keep student attendance records, but it is the teacher's responsibility to record attendance. This did not require any change in Policy 503.02 Student Attendance Records.

LB 1329 also requires that NDE or before July 1, 2025, develop and adopt a model policy relating to behavioral intervention, behavioral management, classroom management, and removal of a student from a classroom in school. It does not affect this year's policies.

I will also send out a revised alphabetical, topical Index next week to help everyone locate some of the many changes that have been made to policies over the last couple of years. The Board Policy Manual is getting more complex all the time and it becomes difficult to locate some of these pieces that have been legislated into policy.

Thank you for your participation in NASB Policy Updates. We welcome your questions or comments.

Jim Luebbe

BOARD MEMBERSHIP - ELECTIONS AND APPOINTMENTS

The biennial school election takes place on the first Tuesday after the first Monday in November. Terms shall be staggered so that at least three board members are elected at each general election. Members of the board will be elected (*at large; by ward or district*).

Incumbents must file for election at the Office of the County Clerk, _____ County, by February 15 prior to the date of the primary election. All other candidates must file for election by March 1 prior to the date of the primary election.

If a vacancy occurs on the board it may be filled within 45 days by appointment of a qualified registered voter by the remaining members of the board for the remainder of the unexpired term. If the board does not fill the vacancy by appointment, the vacancy may be filled by election at a special election or school district meeting called for that purpose. If a majority of the offices of the school board members are vacant, the Secretary of State will call a special school district election to fill the vacancies. Every candidate for a special district election shall file a candidate filing form according to state statutes.

It is prohibited to meet in closed session for discussion of the appointment or election of a new board member.

Legal Reference: Neb. Statute 32-501 et seq.

Approved _____ Reviewed _____ Revised _____

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It is prohibited to meet in closed session for discussion of the appointment or election of a new board member.

Legal Reference: Neb. Statute 32-501 et seq.

Approved _____ Reviewed _____ Revised _____

MEETING NOTICE

Reasonable advance public notice shall be given for meetings and work sessions held by the board in a local newspaper designated and recorded in the board minutes and, if available, on the newspaper's web site. If the newspaper refuses, neglects, or is unable to publish the notice on time, the district shall (1) post the notice on the newspaper's website, if available, and (2) post the notice in at least 3 conspicuous places in the district. The Board Secretary shall keep a written record of the postings.

Public notice shall indicate the meeting's time, place and date, and shall include a statement that the agenda shall be readily available for public inspection at the district office. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting and a copy kept readily available for public inspection at the principle office of the district. Except for items of an emergency nature the agenda shall not be altered later than 24 hours before the meeting.

A copy of the public notice will be provided to those who have filed a request for notice with the superintendent. These requests for notice must be in writing. A copy of the public notice will also be accessible to employees and students.

In the case of special meetings, public notice shall be given in the same manner as for a regular meeting unless it is an emergency meeting. Public notice of emergency meetings shall be given as soon as practical and possible in light of the situation. Reasonable efforts shall be made to notify news media who have requested notification of meetings.

It shall be the responsibility of the superintendent to give public notice of board meetings and work sessions. The superintendent shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification of the time and place of each meeting and the subjects to be discussed.

Legal Reference: Neb. Statute 84-1408 to 1414
 79-554
 79-560
 79-561

Approved _____ Reviewed _____ Revised _____

PUBLIC COMMENT IN BOARD MEETINGS

The board recognizes the importance of citizen participation in school district matters and has created rules to assure citizens are heard and board meetings are conducted efficiently and in an organized manner. The board shall set time aside for public comment at each board meeting except closed sessions, at those times specified by the board. The orderly process of the board meeting shall not be interfered with or disrupted. Hostile conduct and offensive or defamatory comments will not be tolerated.

The board has the discretion to limit the amount of time set aside for public comment. The board president shall specify the total amount of time available for public comment prior to opening the public comment period. If public comment is allowed prior to individual agenda items, that limit on the total comment period should also be defined. Individual comments will be limited to __ minutes for each participant. The board president will recognize these individuals to make their comments at the appropriate time. Only those speakers recognized by the board president shall be allowed to speak. Comments by others are out of order. If disruptive, the individual making the comments or another individual causing disruption may be asked to leave the board meeting.

The board requires any member of the public desiring to address the body to identify himself or herself, including an address and the name of any organization represented by such person unless the board waives the address requirement to protect the security of the individual.

Individuals who have a complaint about employees or students who have complaints shall follow policies 403.05 and 504.01 respectively. The board will follow policy 1005.01 in handling public complaints.

Any written or printed materials to be circulated for a meeting of the school board must be submitted to the superintendent by the Wednesday preceding a Monday night meeting and such information will only be added to the agenda packet at the discretion of the superintendent after consultation with the board president.

Legal Reference: Nebraska Statute 84-1408 to 1414

Cross Reference: 201.07 Board Member Liability
403.05 Public Complaints about Employees
1005.01 Public Complaints

Approved _____ Reviewed _____ Revised _____

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Cross Reference: 201.07 Board Member Liability
403.05 Public Complaints about Employees
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BOARD ASSOCIATION MEMBERSHIP

Participation in board member associations are beneficial to the board. The board shall maintain an active membership in the Nebraska Association of School Boards (NASB) and in organizations the board determines will be of benefit to the board and the school district.

The district shall publicly disclose the following on its website:

- a) Membership dues paid annually to any association or organization such as NASB;
and
- b) Any fees other than membership dues paid to any individual lobbyist or lobbying firm.

Legal Reference: Neb. Statute 79-512

Cross Reference: 206.03 Board Member Development Opportunities

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Legal Reference: Neb. Statute 79-512

Cross Reference: 206.03 Board Member Development Opportunities

Approved _____ Reviewed _____ Revised _____

EMPLOYEE CONFLICT OF INTEREST

Employees' use of their position with the school district for financial gain shall be considered a conflict of interest with their position as employees and may subject employees to disciplinary action.

No employee earning more than one hundred fifty thousand dollars annually in salary and benefits may enter into any contract, agreement, or understanding on the district's behalf that may cause financial benefit to the employee, a member of the employee's immediate family, or a business with which the employee is associated, without prior full disclosure of the conflict to the board, and without prior approval by the board.

Employees have access to information and a captive audience that could award the employee personal or financial gain. No employee may solicit other employees or students for personal or financial gain to the employee or employee's spouse without the approval of the superintendent. If the approval of the superintendent is given, the employee must conduct the solicitations within the conditions set by the superintendent. Further, the superintendent may require the employee to immediately cease such solicitations as a condition of continued employment.

Employees shall not act as an agent or dealer for the sale of textbooks or other school supplies. Employees shall not participate for personal financial remuneration in outside activities wherein their position on the staff is used to sell goods or services to students or to parents. Employees shall not engage in outside work or activities where the source of information concerning the customer, client or employer originates from information obtained because of the employee's position in the school district.

It shall also be a conflict of interest for an employee to engage in any outside employment or activity which is in conflict with the employee's official duties and responsibilities. In determining whether outside employment or activity of an employee creates a conflict of interest, situations in which an unacceptable conflict of interest shall be deemed to exist shall include, but not be limited to, any of the following:

1. The outside employment or activity involves the use of the school district's time, facilities, equipment and supplies or the use of the school district's badge, uniform, business card or other evidences of office to give the employee or the employee's immediate family an advantage or monetary benefit that is not available to other similarly situated members or classes of members of the general public. For purposes of this section, a person is not "similarly situated" merely by being related to an employee who is employed by the school district.
2. The outside employment or activity involves the receipt of, promise of, or acceptance of more or other consideration by the employee or a member of the employee's immediate family from anyone other than the school district for the performance of any act that the employee would be required or expected to perform as part of the

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employee's regular duties or during the hours during which the employee performs
service or work for the school district.

3. The outside employment or activity is subject to the official control, inspection, review, audit or enforcement authority of the employee during the performance of the employee's duties.

If the outside employment or activity is employment or activity in (1) or (2) above, the employee must cease the employment or activity. If the activity or employment falls under (3), then the employee must:

- Cease the outside employment or activity; or
- Publicly disclose the existence of the conflict and refrain from taking any official action or performing any official duty that would detrimentally affect or create a benefit for the outside employment or activity. Official action or official duty includes, but is not limited to, participating in any vote, taking affirmative action to influence any vote, or providing any other official service or thing that is not available generally to members of the public in order to further the interests of the outside employment or activity.

It shall be the responsibility of each employee to be aware of and take the necessary action to eliminate a potential conflict of interest should it arise.

Legal Reference: NDE Rule 27.004.03F

Cross Reference: 202.02 Board Member Conflict of Interest
403.04 Gifts to Employees
403.06 Employee Outside Employment

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Cross Reference: 202.02 Board Member Conflict of Interest
403.04 Gifts to Employees
403.06 Employee Outside Employment

CERTIFICATED EMPLOYEE PROFESSIONAL DEVELOPMENT

The board encourages certificated employees to attend and participate in professional development activities to maintain, develop, and extend their skills. The board shall maintain and support an in-service program for certificated employees.

The superintendent and or designee will develop and schedule in-service workshops as appropriate to the needs of the district and will inform the board regarding in-service staff development. In consultation with the Superintendent, annual time requirements for staff training in areas such as concussion awareness, suicide awareness, dating violence prevention, and others shall utilize a reasonable length of time as determined and approved by the board.

The requirements stated in the Negotiated Contract between employees in that certified collective bargaining unit and the board regarding professional development of such employees shall be followed.

Legal Reference: NDE Rule 10
Neb. Statute 79-830

Cross Reference: 409.02 Certificated Employee Training, Workshops or
Conferences

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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. The option shall be available once during elementary school, once during middle school or junior high school, and once during high school for a total of three times

Applications: 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 school district, or if the student is an option student at the time of such application and applying to become an option student at a subsequent option school district, a release approval from the option school district the student is attending at the time of such application,

When No Release Approval is Required: The application for option enrollment does not require a release from the resident district or the option school district the student is attending at the time of such application, and the receiving district the student is applying to attend 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.

Initial Decision for Acceptance or Rejection: The option school district the student is applying to attend shall provide the resident school district, and if applicable, the option school district the student is attending at the time of such application, with the name of the applicant on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission. 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.

Attendance at Option District: In general, the option student shall attend the option district until graduation unless the student relocates in a different resident school district, transfers to a private or parochial school, or chooses to return to the resident school

Approved _____ Reviewed _____ Revised _____

district, or options into a subsequent option school district, except that no student may use the enrollment option program other than as provided in state statutes.

No option student shall attend an option school for less than one year unless the student relocates to a different resident school district, completes requirements for graduation prior to the end of his or her senior year, transfers to a private or parochial school, or upon mutual agreement of the resident and option school districts cancels the enrollment option and returns to the resident school district or the previous option school district the student was attending immediately prior.

Setting Standards for Acceptance or Rejection of an Option Request: 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.

The board shall also 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.

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.

Option Priorities: 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.

Acceptance or Rejection Procedures: 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.

If an application is rejected by the option school district or if the resident school district rejects a request for release, the rejecting school district shall provide written notification to the parent or guardian stating (a) the specific reasons for the rejection including, for students with an individualized education program under the Individuals with Disabilities Education Act,, or with a diagnosed disability as defined in section 79-1118.01, a description of services and accommodations required that the school district does not have the capacity to provide, and (b) the process for appealing such rejection to the State Board of Education. Such notification shall be sent by certified mail.

The parent or legal guardian may appeal a rejection to the State Board of Education by filing a written request, together with a copy of the rejection notice, with the State Board of Education. Such request and copy of the notice must be received by the board within thirty days after the date the notification of the rejection was received by the parent or legal guardian. The hearing shall be held in accordance with the Administrative Procedure Act and shall determine whether the procedures of sections 79-234 to 79-241 have been followed. Any rejection based upon capacity limitations established under section 79-238 shall be the responsibility of the school district to prove in any appeal filed with the state board.

Reporting to the Department of Education: The district shall provide to NDE required information relating to all applications rejected by the option school district. Such information shall include, but not be limited to, (a) the number of applications rejected in each public school in such district, (b) an explanation why each application was rejected, and (c) whether each application for option enrollment indicated that the student had an individualized education program under the Individuals with Disabilities Education Act or had been identified as a student with a disability as defined in section 79-1118.01.

Nonresident Students: 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.

Transportation: 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.

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.~~ The option shall be available once during elementary school, once during middle school or junior high school, and once during high school for a total of three times

Applications: 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.~~ school district, or if the student is an option student at the time of such application and applying to become an option student at a subsequent option school district, a release approval from the option school district the student is attending at the time of such application.

When No Release Approval is Required: The application for option enrollment does not require a release from the resident district or the option school district the student is attending at the time of such application, and the receiving district the student is applying to attend 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.~~ **Initial Decision for Acceptance or Rejection:** The option school district the student is applying to attend shall provide the resident school district, and if applicable, the option school district the student is attending at the time of such application, with the name of the applicant on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission. 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.

Attendance at Option District: In general, the option student shall attend the option district until graduation unless the student relocates in a different resident school district, transfers to a private or parochial school, or chooses to return to the resident school

Approved _____ Reviewed _____ Revised _____
~~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. district, or options into a subsequent option school district, except that no student may use the enrollment option program other than as provided in state statutes.~~

No option student shall attend an option school for less than one year unless the student relocates to a different resident school district, completes requirements for graduation prior to the end of his or her senior year, transfers to a private or parochial school, or upon mutual agreement of the resident and option school districts cancels the enrollment option and returns to the resident school district or the previous option school district the student was attending immediately prior.

Setting Standards for Acceptance or Rejection of an Option Request: 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 Approved _____ Reviewed _____ Revised _____ 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.

The board shall also 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.

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.

Option Priorities: 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.

Acceptance or Rejection Procedures: 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.

If an application is rejected by the option school district or if the resident school district rejects a request for release, the rejecting school district shall provide written notification to the parent or guardian stating (a) the specific reasons for the rejection including, for students with an individualized education program under the Individuals with Disabilities Education Act., or with a diagnosed disability as defined in section 79-1118.01, a description of services and accommodations required that the school district does not have the capacity to provide, and (b) the process for appealing such rejection to the State Board of Education. Such notification shall be sent by certified mail.

The parent or legal guardian may appeal a rejection to the State Board of Education by filing a written request, together with a copy of the rejection notice, with the State Board of Education. Such request and copy of the notice must be received by the board within thirty days after the date the notification of the rejection was received by the parent or legal guardian. The hearing shall be held in accordance with the Administrative Procedure Act and shall determine whether the procedures of sections 79-234 to 79-241 have been followed. Any rejection based upon capacity limitations established under section 79-238 shall be the responsibility of the school district to prove in any appeal filed with the state board.

Reporting to the Department of Education: The district shall provide to NDE required information relating to all applications rejected by the option school district. Such information shall include, but not be limited to, (a) the number of applications rejected in each public school in such district, (b) an explanation why each application was rejected, and (c) whether each application for option enrollment indicated that the student had an individualized education program under the Individuals with Disabilities Education Act or had been identified as a student with a disability as defined in section 79-1118.01.

Nonresident Students: Nonresident students not going through option enrollment may also be admitted under a contract with the student's resident district at the discretion of

April 2024 NASB

Policy Update

Gregg Cruickshank

From: Jim Luebbe <jluebbe@nasbonline.org>
Sent: Thursday, April 25, 2024 7:28 AM
To: Allison Pritchard (allison.pritchard@elbaps.org); Angela Dibbert (adibbert@gips.org); George Clear - Hay Springs (george.clear@hshawks.com; Gregg Cruickshank; jcline@lakeview.esu7.org; jklein@heartlandschools.net; John Hakonson (john.hakonson@lexschools.org); Lindsey Mashek (lmashek@geringschools.net); Marilyn Reed (rmreed107@hotmail.com); Matt Fisher (mfisher@gips.org); matt.drew@litchfieldps.org; Mike Brockhaus; nregan@geringschools.net; Robin Dexter (rdexter@gips.org); Summer Stephens (sstephens@gips.org); Tim Heckenlively (theckenlively@fallscityps.org); tmiller@gubn.org; Vern Fisher (vern.fisher@gibbonpublic.org)
Subject: April 25, 2024 NASB Policy Update
Attachments: 0402.17 - workplace privacy.doc; 0502.10 - assignment of new students.doc; 0504.17 - questioning of students.doc; 0504.23 - suicide awareness and assessment.doc; 0612.03 - childfind.doc; 0612.05 - individualized education program.doc; 0905.02 - annual emergency safety plan.doc; 0905.07 - safety drills.doc; 0402.17 - workplace privacy redline.pdf; 0502.10 - assignment of new students to classes redline.pdf; 0504.17 - questioning of students redline.pdf; 504.23 - suicide awareness and assessment redline.pdf; 0612.03 - childfind redline.pdf; 0612.05 - individualized education program redline.pdf; 0905.02 - annual emergency safety plan redline.pdf; 0905.07 - safety drills redline.pdf

Dear Policy Update Subscribers,

I'm attaching several policies that have been revised the last couple months but are not a result of the recently completed Nebraska Legislative session. That policy update will be coming later. Thus, most of these revisions are optional. The two exceptions would be policies 612.03 and 612.05 which add significantly more procedural detail to these special education policies and are advisable to include in your manual to meet all the NDE procedural requirements. I'm also attaching a set of redlines in this email to help identify the specific changes in each policy.

Policy 402.17 Workplace Privacy has a revision to include a paragraph on expectations regarding Recording of Conversations in the Workplace. This has become an area of more interest lately since more of the public is aware they have recording apps on their smartphones and wish to make a record of conversations where there might have been an expectation of confidentiality.

Policy 504.10 Assignment of New Students to Classes and Grade Levels has a bit more detail than previously to outline some considerations that may be included in the decision to select an appropriate grade level for a new or returning student.

Policy 504.17 Questioning of Students by Outside Agencies has added expectations for documenting this process in order to better protect the interests of the district and the student.

Policy 504.23 Suicide Awareness and Assessment is an expansion upon a policy written ten years ago to meet basic training requirements put into state statutes at that time. With the increasing concern about at-risk students and prevention of student suicide, this greatly revised policy can serve as a general guidance from the board to the staff for creating a more substantial, organized means of dealing with this problem. Again, except for the first two paragraphs remaining from the original version, the new revision is optional and does not arise from any specific legislative mandate. Modify for local use as appropriate.

Policy 612.03 Childfind and Policy 612.05 Individualized Education Program and Family Services Plan have been greatly expanded as stated above to meet NDE's requirements for more detail in special education procedures. This change should be considered as a mandated change.

Policy 905.02 Annual Emergency Safety Plan has had a few more elements and informational details added for the board's overall expectations for the safety plan.

Policy 905.07 Safety Drills has been revised to include specific mention of hold/secure/lockdown type drills that are being conducted annually.

Thank you for your participation in NASB Policy Updates.

Jim Luebbe

WORKPLACE PRIVACY

The district will not:

1. Require or request that an employee or applicant provide or disclose any username or password or any other related account information in order to gain access to the employee's or applicant's personal Internet account by way of an electronic communication device; or
2. Require or request that an employee or applicant log into a personal Internet account by way of an electronic communication device in the presence of the employer in a manner that enables the employer to observe the contents of the employee's or applicant's personal Internet account or provides the employer access to the employee's or applicant's personal Internet account; or
3. Require an employee or applicant to add anyone, including the employer, to the list of contacts associated with the employee's or applicant's personal Internet account or require or otherwise coerce an employee or applicant to change the settings on the employee's or applicant's personal Internet account which affects the ability of others to view the content of such account; or
4. Take adverse action against, fail to hire, or otherwise penalize an employee or applicant for failure to provide or disclose any of the information or to take any of the actions specified above.
5. Require an employee or applicant to waive or limit any protection granted under the Workplace Privacy Act as a condition of continued employment or of applying for or receiving an offer of employment.

The district shall maintain its right to control, monitor and review the use of its computers, technology and the Internet as stated in policy 606.06, to access any employee-related information available in the public domain, and conduct investigations related to employee actions prohibited by district policy to the extent those investigations are not expressly prohibited by the Workplace Privacy Act or other applicable state or federal law.

Recording of Conversations in the Workplace

To ensure privacy and confidentiality in the workplace, no person is authorized to record or transmit the sound or image of any person without prior authorization or consent by either the person(s) being recorded or whose sound or image is being transmitted or by the Superintendent. Recording may be done in circumstances where recording is expressly permitted such as (1) recording a Board meeting during open session, (2) at District-sponsored activities where the focus of the recording or transmission is on the student performances or activities, (3) when recording an IEP or similar meeting to facilitate a record of parental involvement in the process or protection of other rights guaranteed by the Individuals with Disabilities Education Act, (4) District-operated security equipment, or (5) other instances required by law or allowed by District policy.

Legal Reference: Neb. Statutes, LB 821 (2016)

Approved _____ Reviewed _____ Revised _____

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3. Require an employee or applicant to add anyone, including the employer, to the list of contacts associated with the employee's or applicant's personal Internet account or require or otherwise coerce an employee or applicant to change the settings on the employee's or applicant's personal Internet account which affects the ability of others to view the content of such account; or
4. Take adverse action against, fail to hire, or otherwise penalize an employee or applicant for failure to provide or disclose any of the information or to take any of the actions specified above.
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Approved _____ Reviewed _____ Revised _____

ASSIGNMENT OF NEW STUDENTS TO CLASSES AND GRADE LEVELS

New students entering from schools recognized and approved by the Nebraska Department of Education will initially be placed in grades and classes on the basis of their grade placement/credits in the school from which they are transferring. The district administration, through academic achievement tests and other evaluation measures as necessary, will determine the appropriate grade level/credit status of students transferring from schools that have not been approved by the state department of education. These measures may include chronological age, previous public or private school experience and transcript review, diagnostic or achievement testing data test data, criterion referenced test data, exam test data, and administrative or counselor reviews.

Previous high school work may be validated for a high school student by successfully completing a higher level unit in this district's high school for every unit completed in a non-accredited high school; i.e., completion of a second unit mathematics would validate the mathematics credit transferred. If no successive course work is pursued to validate the credit, similar or equivalent work will be evaluated at the discretion of the principal.

Cross Reference: 601 Goals and Objectives

Approved _____ Reviewed _____ Revised _____

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New students entering from schools recognized and approved by the Nebraska Department of Education will initially be placed in grades and classes on the basis of their grade placement/credits in the school from which they are transferring. The district administration, through academic achievement tests and other evaluation measures as necessary, will determine the appropriate grade level/credit status of students transferring from schools that have not been approved by the state department of education. These measures may include chronological age, previous public or private school experience and transcript review, diagnostic or achievement testing data test data, criterion referenced test data, exam test data, and administrative or counselor reviews.

Previous high school work will may be validated for a high school student by successfully completing a higher level unit in this district's high school for every unit completed in a non-accredited high school; i.e., completion of a second unit mathematics would validate the mathematics credit transferred. If no successive course work is pursued to validate the credit, similar or equivalent work will be evaluated at the discretion of the principal.

Cross Reference: 601 Goals and Objectives

Approved _____ Reviewed _____ Revised _____

QUESTIONING OF STUDENTS BY OUTSIDE AGENCIES

Generally, students may not be interviewed during the school day by persons other than parents and school district officials and employees.

Requests from law enforcement officers and from persons other than parents, school district officials, and employees to interview students shall be made through the principal's office. Law enforcement interviews should involve school-related criminal activity, a warrant or a court order. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted.

Generally, prior to granting a request, the principal shall attempt to contact the parents to inform them of the request and to ask them to be present. The principal shall document actions taken by the district on behalf of the student, detail the steps taken to notify parents, document the activities taken by the law enforcement officer, and document any further contacts with law enforcement officer.

If a child abuse investigator wishes to interview a student, the principal will determine whether the student should be interviewed independently from the student's parents, whether the school is the most appropriate setting for the interview, and who will be present during the interview. An administrator or designee will be present during the interview.

The superintendent or building principal shall only release minor students into the custody of a law enforcement officer upon presentation of a court order or warrant for the student's arrest, or under conditions for temporary custody of a juvenile without a warrant as provided by state statutes. In all cases of giving up custody to a law enforcement officer, the administrator should obtain the officer's name, badge number and law enforcement agency, date, time, location to which the student is being taken, and reason for arrest in those situations not legally requiring a court order or warrant.

Legal Reference: Neb. Statute 43-248 and 79-294

Cross Reference: 403.02 Child Abuse Reporting
 505 Student Discipline

Approved _____ Reviewed _____ Revised _____

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If a child abuse investigator wishes to interview a student, the principal will defer to the investigator's judgment as to determine whether the student should be interviewed independently from the student's parents, whether the school is the most appropriate setting for the interview, and who will be present during the interview. An administrator or designee will be present during the interview.

The superintendent or building principal shall only release minor students into the custody of a law enforcement officer upon presentation of a court order or warrant for the student's arrest, or under conditions for temporary custody of a juvenile without a warrant as provided by state statutes. In all cases of giving up custody to a law enforcement officer, the administrator should obtain the officer's name, badge number and law enforcement agency, date, time, location to which the student is being taken, and reason for arrest in those situations not legally requiring a court order or warrant.

Legal Reference: Neb. Statute 43-248 and 79-294

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505 Student Discipline

Approved _____ Reviewed _____ Revised _____

SUICIDE AWARENESS AND ASSESSMENT

Required Training

The board wishes to ensure that appropriate staff training for suicide awareness and prevention as required by state statutes is conducted on an annual basis. All district nurses, teachers, counselors, school psychologists, administrators, school social workers, and any other appropriate personnel shall receive at least one hour of such training each year.

The training should include such topics as how to identify appropriate mental health services both within the school and also within the larger community, and when and how to refer youth and their families to those services.

It shall be the responsibility of the superintendent to implement and monitor this training.

Assessment Program

In its commitment to protect the health, safety, and welfare of its students, and to reduce the risk of suicide or suicide attempts among the student population, the board directs school personnel to develop a program of suicide risk assessment, identification, counseling, and response within the schools. These measures, strategies, practices, and supports will be used by employees who regularly interact with students to promote the students' mental and physical well-being. Nothing in this policy shall be interpreted to impose a specific duty of care.

Definitions

At-Risk for Suicide shall mean any youth with risk factors or warning signs that increase the likelihood of suicidal behavior.

Prevention refers to efforts that seek to reduce the factors that increase the risk for suicidal thoughts and behaviors and increase the factors that help strengthen, support, and protect individuals from suicide.

Protective Factors refers to characteristics associated with a lower likelihood of negative outcomes or that reduces a risk factor's impact. Protective factors may be seen as positive countering events.

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress or "bouncing back" from difficult experiences.

Risk Factors refers to characteristics at the biological, psychological, family, community, or cultural level that precede and are associated with a higher likelihood of negative outcomes, including suicide.

Approved _____ Reviewed _____ Revised _____

School Connectedness shall mean the belief by students that adults and peers in the school care about their learning as well as about them as individuals.

School Personnel include, but may not be limited to, administrators, teachers, school-based behavioral health professionals (e.g., school counselor, school psychologist, school social worker), paraprofessionals, support staff, coaches, bus drivers, custodians and cafeteria workers.

Suicide shall refer to death caused by self-directed injurious behavior with intent to die as a result of the behavior.

Suicidal Act or Suicide Attempt shall mean a potentially self-injurious behavior for which there is evidence that the person intended to kill him/herself; a suicidal act may result in death, injuries, or no injuries.

Suicide Threat shall mean a verbal or nonverbal communication that an individual intends to harm him/herself with the intention to die but has not acted on the behavior.

Warning Signs are evidence-based indicators, often observable, that someone may be in danger of suicide, either immediately or in the very near future.

Crisis Response Team

The district shall establish a Crisis Response Team. The team may include, but is not limited to, administrators, school counselors, school psychologists, school nurses, school social workers, school safety and security personnel, and/or teachers and other employees who regularly interact with the students. Outside health agency resources may also be called upon for assistance. A letter of agreement between the district and any community providers is encouraged prior to commencement of any crisis response services. Each building shall designate a Crisis Response Team Coordinator and that individual shall be identified in student handbooks and on the district's website.

The Crisis Response Team should also include individuals designated as coordinators and/or investigators in district policy on cases involving harassment, as required under federal law. These individuals will help identify overlapping risk factors, including hostile environments created by persistent or severe harassment on the basis of gender, race, disability, or other protected classes.

Members of the Crisis Response Team should receive additional suicide awareness and prevention education in addition to the basic suicide awareness training required by state law to educate them in the importance of suicide prevention, the recognition of suicide risk factors and warning signs, and how to respond. Staff education should also include strategies to enhance protective factors, resilience, and school connectedness.

Student Health Education

Age-appropriate student health education in accordance with state health education standards may include but is not limited to the following:

1. Adherence to safe and effective messaging guidelines, avoiding graphic testimonials, and inclusion of reputable suicide prevention resources.
2. Informing students about broader behavioral health issues such as depression and substance abuse, as well as specific risk/protective factors and warning signs for suicide.
3. Encouraging students to seek help for themselves or their peers, including when concerns arise via social media or other online media, and to avoid making promises of confidence when they are concerned about the safety of a peer; and/or
4. Promoting a healthy school climate where students feel connected to and can identify trusted adults in the building.

Intervention/Prevention

Information received in confidence from a student may be revealed to the student's parents or guardians, the building principal or other appropriate authority when the health, welfare or safety of the student or other persons is clearly in jeopardy.

Any school personnel who observe a student exhibiting a warning sign for suicide, or who has another indication that a student may be contemplating suicide, shall refer the student for risk assessment and intervention to the building principal or the Crisis Response Team Coordinator. In the absence of an immediate warning sign for suicide, students demonstrating suicide risk factors that appear to be adversely impacting the student should be referred to the Crisis Response Team Coordinator.

Any school personnel who are made aware of any threat or witness any attempt towards self-harm that is written, drawn, spoken, or threatened shall immediately notify the building principal or the Crisis Response Team Coordinator. Any threat in any form shall be treated as real and dealt with immediately. In cases of suicidal thoughts and behaviors, a student's confidentiality will be waived.

For students with disabilities who are identified as being at risk for suicide or who attempt suicide, the Crisis Response Team Coordinator shall also notify the Director of Special Education to address the student's needs in accordance with applicable law, regulations and board policy.

Procedures for Parental Involvement

Parents or guardians of a student identified as being at risk of suicide must be immediately notified by the school and must be involved in consequent actions and provided with appropriate available resources.

Response to Suicide Attempt

The Crisis Response Team will develop guidelines for responding to a suicide attempt on school grounds or during a school-sponsored event including notifications of appropriate

persons, for responding to a suicide death, and for post-incident procedures, which shall include methods for informing the school community, identifying and monitoring at-risk youth, and providing resources and supports for students, staff, and families.

Legal Reference: Neb. Statute 79-2,146

SUICIDE AWARENESS AND ASSESSMENT

Required Training

The board wishes to ensure that appropriate staff training for suicide awareness and prevention as required by state statutes is conducted on an annual basis. All district nurses, teachers, counselors, school psychologists, administrators, school social workers, and any other appropriate personnel shall receive at least one hour of such training each year.

The training should include such topics as how to identify appropriate mental health services both within the school and also within the larger community, and when and how to refer youth and their families to those services.

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Legal Reference: _____ Neb. Statute 79-2,146

CHILDFIND

All children with disabilities from birth to age twenty-one residing in the district, including children with disabilities who are homeless children or wards of the state and children with disabilities attending non-public schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services. The district will provide multiple methods to provide parents, guardians, and community members with information regarding how to refer a child for an evaluation and the identification process. These will include annual mailings sent to families with school-aged children and a link on the district's website. The district will accept referrals from parents, school staff and state and local agencies. Each school building will have a designated contact person who is knowledgeable about the district procedures, and the district will designate a contact person to oversee the child find process. The child find process will be consistent with Federal and state regulations.

Student Assistance Teams (SAT)

The SAT shall utilize and document problem solving and intervention strategies to assist the teacher in the provision of general education for students experiencing difficulties in school. The SAT will be tailored to the difficulties facing the individual student and will be comprised of building staff identified as appropriate to the content areas causing these difficulties. The team will review the strengths and interests of the student and document all viable problem-solving and intervention strategies to help the student be more successful in school. The district will generally work to assist a student through the SAT process prior to evaluating the student for possible verification under Section 504 of the Rehabilitation Act or Rule 51. The length of the SAT process will vary according to the needs of the student.

If a parent refers a child for a special education evaluation, the school district should discuss with the parent the use of the student assistance team. The discussion should include information regarding the requirements for a student assistance team, the timelines and the personnel which will be included on the team.

If, after conducting the SAT problem-solving and intervention strategies, the district suspects the child may have a disability, a referral for a special education evaluation must be completed. The school district must seek consent from the parent prior to conducting an evaluation to determine eligibility for special education services. However, parents can request an evaluation at any time during the SAT activities, and the school district must either obtain consent to evaluate and begin the evaluation, or, if the school district declines the parent's request, issue a prior written notice as required by 92 NAC 51-009.05. Additionally, if at any time during the SAT process the district suspects the student has a disability and requires special education and related services, the district must seek consent to conduct an evaluation to determine eligibility for special education services.

Approved _____ Reviewed _____ Revised _____

Multidisciplinary Team (MDT)

If the SAT determines that all viable alternatives have been explored after faithfully and consistently implementing the intervention strategies recommended by the SAT, a referral for multidisciplinary evaluation shall be completed in accordance with Rule 51. The MDT is comprised of the student's parent and building staff including such individuals as the school psychologist, general and special education teachers, and related service providers or specialists as appropriate to the content areas causing difficulties for the student.

The MDT will be established to evaluate the child and review all existing educational assessments and other relevant observations to report whether the student has a disability, and if the disability is such that the child is eligible for special education and related services or needs additional or modified special education to meet the goals of the student's IEP or the general goals of the school district's curriculum. An MDT report including the assessment results that were used in determining whether the child is eligible for special education will be shared with the parent or guardian following receipt of consents and issuance of meeting notices as shown below.

The district will utilize a Consent for Initial Evaluation asking for the parent/guardian's written consent to conduct a special education evaluation. The stated purpose of this evaluation will be to determine if the student meets the state and federal criteria as a child with a disability and stating this evaluation must be completed before the student can receive special education or related services.

The district will issue the MDT Meeting Notice inviting the parent or guardian to attend a meeting concerning their student's special education evaluation and potential eligibility for special education and related services. The parent or guardian will be notified of the parent's right to participate in any meeting regarding the student's special education evaluation, individual education plan (IEP), and placement. If the student is already receiving special education and related services, the evaluation information is reviewed every three years.

The IEP Meeting Notice will be utilized to invite the parent or guardian to attend a meeting concerning the student's IEP meeting. It will state that the plan is updated annually, and the parent or guardian has the right to participate in any meeting regarding the student's special education evaluation, IEP, and placement.

Independent Education Evaluations (IEEs)

When a student's parent requests an IEE, the district's special education director will promptly respond in writing that either an independent educational evaluation will be provided at public expense, or the district will initiate a hearing in accordance with Rule 55 to show that its evaluation is appropriate. The written response will include a copy of this policy and if appropriate, identify at least one qualified individual who is appropriate to conduct the evaluation within the geographic area. These evaluations will become part of the decision-making process.

NDE documents "Rule 51, Special Education Program" and "Policies and Procedures Guidance Documents" shall serve as administrative procedures to this policy. The entire documents can be found at <https://www.education.ne.gov/sped/regulationspolicies>.

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All children with disabilities from birth to age twenty-one residing in the district, including children with disabilities who are homeless children or wards of the state and children with disabilities attending non-public schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services. The district will provide multiple methods to provide parents, guardians, and community members with information regarding how to refer a child for an evaluation and the identification process. These will include annual mailings sent to families with school-aged children and a link on the district's website. The district will accept referrals from parents, school staff and state and local agencies. Each school building will have a designated contact person who is knowledgeable about the district procedures, and the district will designate a contact person to oversee the child find process. The child find process will be consistent with Federal and state regulations.

Student Assistance Teams (SAT)

The SAT shall utilize and document problem solving and intervention strategies to assist the teacher in the provision of general education for students experiencing difficulties in school. The SAT will be tailored to the difficulties facing the individual student and will be comprised of building staff identified as appropriate to the content areas causing these difficulties. The team will review the strengths and interests of the student and document all viable problem-solving and intervention strategies to help the student be more successful in school. The district will generally work to assist a student through the SAT process prior to evaluating the student for possible verification under Section 504 of the Rehabilitation Act or Rule 51. The length of the SAT process will vary according to the needs of the student.

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NDE document “Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

INDIVIDUALIZED EDUCATION PROGRAM AND FAMILY SERVICES PLAN

A meeting to develop an IEP for a child must be held within thirty (30) calendar days of a determination that the child needs special education and related services, and it must review the child's IEP not less than annually. After the initial IEP meeting, it must be in effect at the beginning of each school year. The school district shall encourage the consolidation of reevaluation meetings for the child and other IEP team meetings as much as possible. Alternative means of meeting participation, such as video conferences and conference calls, may be used by the district and parent by mutual agreement.

The district ensures that an Individualized Education Program (IEP), or an Individualized Family Service Plan (IFSP) is developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007. Prior to considering any draft of an IEP as final it shall be reviewed and revised based on discussion and decisions of the team including the parent, guardian or surrogate. Reasonable efforts will be made to obtain informed consent from the parent, guardian, or surrogate regarding special education placement on the IEP before services are begun.

Strategies to meet transition objectives shall be in place beginning not later than the first IEP to be in effect when the child turns 14 and updated annually thereafter. This shall include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. It will also include transition services (including courses of study) needed to assist the child in reaching those goals. If a participating agency other than the school district fails to provide the transition services described in the IEP, the school district shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

Every report of alleged violations of the district's special education policies that can be interpreted at the outset to fall within the protections of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of an ongoing investigation of these policies, potential issues of sexual harassment or discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged sexual harassment or discrimination as well as the incidents of alleged violations of the special education policies.

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ANNUAL EMERGENCY SAFETY PLAN

All employees have the responsibility for maintaining safe, healthy and sanitary conditions within the buildings and on the grounds of the school district. The Superintendent shall designate staff and develop procedures to ensure that all facilities meet fire, safety and health codes.

The Superintendent shall appoint a school safety and security committee represented by faculty, parents and community members that will prepare and review the school's safety plan. This plan will be updated annually by the committee and approved by the School Board. The plan will address safety procedures and security plans for students, staff and visitors, including during emergency events. Detailed guidelines may be found on the Nebraska Department of Education website at <https://www.education.ne.gov/safety/developing-an-emergency-operations-plan/>.

Typical elements of this plan will include:

- The assignment of specific employees to safety tasks and responsibilities.
- Instructions relating to the use of alarm systems and signals.
- Information concerning methods of fire containment and equipment use.
- Systems for notification of appropriate authorities.
- Practices for conducting an annual hazard analysis of district properties.
- Procedures for implementing a behavioral threat assessment plan.
- Specification of evacuation routes and procedures.
- Posting of plans and procedures at suitable locations.
- Procedures and frequency of emergency evacuation drills.
- An evaluation of each evacuation drill.
- Procedures and practices for reunification drills.
- Plans to facilitate continuity of operations.

The plan shall be reviewed annually by one or more persons not on the committee and not an employee of the school district. This review includes a visit to each school building to analyze plans, policies, procedures and practices. Recommendations shall be made to the Superintendent and the committee for use in revising the plan.

Legal Reference:	NDE Rule 10-011.01
	Neb. Statute 79-3101 et seq.
Cross Reference:	404 Employee Health and Well-Being
	508 Student Health and Well-Being
	805 Risk Management
	903 Maintenance, Operation and Management
	905 Safety Program
	1004.04 Crisis Management Communications

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Cross Reference: 404 Employee Health and Well-Being
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 903 Maintenance, Operation and Management
 905 Safety Program
 1004.04 Crisis Management Communications

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SAFETY DRILLS

All schools are required to instruct and drill students on emergency procedures so that students may respond to an emergency without confusion and panic. All building occupants will participate in the drills. Each building administrator will conduct emergency drills in accordance with requirements of the State Fire Marshall and the district's Emergency Safety Plan. All fire drill alarms shall be sounded on the fire alarm system.

Drills and instruction on fire emergencies shall include routes and methods of exiting the school building. At least one emergency exit and relocation drill shall be conducted every month school is in session with one additional drill required in the first 30 days of the school year (ten required each year). In months when the weather is severe the drills may be deferred provided that the required number of drills is achieved and at least four are conducted before the drills are deferred. A minimum of two years of completed fire drill records shall be kept on site and available for review by the State Fire Marshal Deputy.

At least two tornado drills and one Hold/Secure/Lockdown drill shall be conducted during each school year. Hold drills focus on staying in your room or area. Secure drills focus on threats outside the building. Lockdown drills focus on threats inside the building. Hold, Secure and Lockdown drills may be conducted the same day. The district will provide parents with at least 24 hours' notice before the school conducts any secure or lockdown drill and they will be announced as drills within the building prior to their start. There will be no simulations or role-playing enactments of intruders in the buildings.

Certified employees shall be responsible for instructing the proper techniques to be followed in the drill.

Legal Reference: Neb. Statute 79-705 and 706
 Neb. Statute 81-527
 NFPA Life Safety Code 101 Sect. 15.7

Cross Reference: 508.05 Emergency Plans and Drills

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~~Unless the building is occupied year-round, one additional drill shall be required in the first 30 days of the school year.~~ A minimum of two years of completed fire drill records shall be kept on site and available for review by the State Fire Marshal Deputy.

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TITLE IX NONDISCRIMINATION

Statement of Policy

This district does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admissions and employment. The board appoints _____ as the district's Title IX Coordinator. The Title IX Coordinator is the district's employee who coordinates the district's efforts to comply with its responsibilities under Title IX. In the event the Title IX coordinator is unavailable or is the respondent to a complaint, an alternate coordinator should instead be directed to receive complaints and act as the coordinator.

General Obligations under Title IX

No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district, as required by law. Sex discrimination includes but is not limited to creating a hostile environment on the basis of sex.

The district also prohibits intimidation, threats, coercion, or discrimination against any person by the district, a student, or an employee or other person authorized by the district to provide aid, benefit, or service under the district's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate (except as an employee) in any manner in an investigation, proceeding, or hearing under the Title IX regulations.

If the district has knowledge of conduct that reasonably may constitute sex discrimination in its education program or activity, it must respond promptly and effectively. The district is required by law to address sex-based discrimination even if it occurs off of school grounds, as long as it is conduct that is subject to the district's disciplinary authority. The district has an obligation to address a sex-based hostile environment under its education program or activity, even when some conduct contributing to the hostile environment occurred outside the district's program or activity.

Giving Notice of Title IX Policy

The superintendent must create and distribute a Notice of Nondiscrimination in the form and circumstances required by the Title IX regulations, including how to find this policy including its Title IX grievance procedures, and contact information for Title IX Coordinator. The district will provide such notice to students, parents/guardians/other

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student legal representatives, employees, applicants for admission and employment, unions and professional organizations with collective bargaining or other professional agreements with the district. Notice will be as required by law.

Title IX Coordinator duties are as prescribed in the Title IX regulations and may be delegated to another employee or a third party, but the board-named Title IX Coordinator must be an employee and will maintain ultimate administrative oversight of the district's Title IX compliance efforts.

The Title IX Coordinator monitors the district's education program or activity for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX and take steps reasonably calculated to address such barriers.

Investigation and Reporting Forms Under This Policy

For complaints of sex-based discrimination, harassment or retaliation by an individual:

<u>Form</u>	<u>Completed By</u>
504.24E2 – initial report of sex discrimination	Complainant
504.24E3 – title IX coordinators intake report	Title IX Coordinator
504.24E4 – informal resolution procedures	Title IX Coordinator
504.24E5 – determination of sex-based harassment	Title IX Coordinator
504.24E6 – notice of dismissal of complaint	Title IX Coordinator
504.24E7 – appeal of dismissal or appeal of determination	Complainant
504.24E9 – decision of appeal of dismissal	Title IX Coordinator

For complaints Title IX discrimination in the district's programs or activities:

<u>Form</u>	<u>Completed By</u>
504.24E2 – initial report of sex discrimination	Complainant
504.24E3 – title IX coordinators intake report	Title IX Coordinator
504.24E4 – informal resolution procedures	Title IX Coordinator
504.24E8 – notice of initiation of grievance procedure	Title IX Coordinator
504.24E5 – determination of sex-based harassment	Title IX Coordinator
504.24E6 – notice of dismissal of complaint	Title IX Coordinator
504.24E7 – appeal of dismissal or appeal of determination	Complainant
504.24E10 – decision on appeal of grievance outcome	Title IX Coordinator

Definitions

As used in this policy:

Complaint is an oral or written request to the district that objectively can be understood as a request for the district to investigate and make a determination about alleged discrimination under Title IX or its regulations. The Title IX Coordinator's knowledge of

the existence of a complainant requires a district response but does not itself constitute a complaint as used in this grievance procedure.

Complainant is a student, employee, or persons other than students or employees who were participating or attempting to participate in the district's program or activity, alleged to have been subjected to conduct that could constitute sex discrimination under Title IX.

Respondent is a person who is alleged to have violated the district's prohibition on sex discrimination.

Consent in this policy means willingly allowing conduct to occur but an individual may be incapable of providing consent to sexual conduct or activity due to circumstances resulting from age, disability, lack of information, incapacity or other causes. Since neither verbal nor physical resistance to the conduct is required to show lack of consent, the decisionmaker will consider the full circumstances when determining whether consent occurred. Consent, if given, may also be withdrawn at any time.

Sex-based harassment, which is prohibited by Title IX and is a form of sex discrimination, means "sexual harassment and other harassment on the basis of sex" that is: (1) quid pro quo harassment, (2) hostile environment harassment, or (3) a specific offense as identified in Title IX regulations.

Quid pro quo harassment occurs when "an employee, agent, or other person authorized by the recipient to provide an aid, benefit, or service under the recipient's education program or activity explicitly or impliedly condition[s] the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct."

Hostile environment harassment involves "unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's education program or activity (i.e., creates a hostile environment)." It is a fact-specific inquiry to determine whether a hostile environment has been created, and the following factors may be considered in making such a determination:

- The degree to which the conduct affected the complainant's ability to access the recipient's education program or activity;
- The type, frequency, and duration of the conduct;
- The parties' ages, roles within the recipient's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
- The location of the conduct and the context in which the conduct occurred; and
- Other sex-based harassment in the recipient's education program or activity.

Sexual Assault may be defined as a forcible or non-forcible offense under the uniform crime reporting system of the Federal Bureau of Investigation.

- Forcible Sex Offenses may include fondling, rape, sexual assault with an object, and sodomy.
- Non-forcible Sex Offenses include incest and statutory rape.

Dating Violence is defined as a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner.

Domestic Violence refers to crimes committed by a current or former spouse under the laws of that jurisdiction where the victim is or has cohabited with the perpetrator, has a child together with the perpetrator, or the perpetrator commits violence against a youth or adult of that household under the domestic violence laws of that jurisdiction.

Stalking is the intentional conduct of following, harassing, or interfering with a specific individual to cause fear or emotional distress.

Retaliation

1. Retaliatory actions include, but are not limited to, acts of intimidation, threats, coercion or discrimination against those who:
 - a. Make complaints of illegal discrimination or harassment.
 - b. Report illegal discrimination or harassment.
 - c. Participate in an investigation, formal proceeding or informal resolution, whether conducted internally or outside the district, concerning illegal discrimination or harassment.
2. Aiding, abetting, inciting, compelling or coercing illegal discrimination, harassment or retaliatory actions.
3. Discrimination, harassment or retaliation against any person because of such person's association with a person protected from discrimination or harassment in accordance with this policy and law.

Staff Obligation to Report Sex Discrimination to Title IX Coordinator

All employees are required to notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination. However, an employee who is personally subjected to conduct that reasonably may constitute sex discrimination is encouraged to report such conduct to the Title IX Coordinator, but is not required by this policy to report if no other person within the district's program or activity (including any student) is adversely affected by that conduct, and the conduct is not required to be reported by another policy or law. If a student alleges sexual misconduct on the part of any district employee to any person employed by the district,

that person will immediately report the allegation to local law enforcement or DHHS in accordance with district policy.

Law Enforcement Reporting

Regardless of the Title IX Complaint process, school employees are still required to follow state law and district policies requiring reporting to law enforcement, social services agencies, or other relevant agencies. In cases where a report has been made that concerns conduct that also triggers the district's Title IX obligations, the Title IX Coordinator is directed to coordinate the investigation with law enforcement agencies, social services agencies, and related services agencies. The district may implement supportive measures or an emergency removal as appropriate. The district may extend the timeframes for the investigation and processing of a grievance if necessary due to a concurrent investigation by law enforcement or social services.

Permitted Emergency Exclusion Upon Complaint of Sex Discrimination

In consultation with the Title IX Coordinator, district administrators may remove a complaint respondent from the district's education program or activity on an emergency basis, provided that the district undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of a complainant or any students, employees, or other persons arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504, or the Americans with Disabilities Act.

This provision does not preclude the district from placing any employee on administrative leave.

Special Education /Section 504 Overlap

If a complainant or respondent is a student with a disability, the Title IX Coordinator must consult with one or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one or more members, as appropriate, of the group of persons responsible for the student's placement decision under Section 504, if any, to determine how to comply with federal law requirements throughout the district's implementation of grievance procedures and/or supportive measures.

Additional Prohibited Behavior

Behavior that is not unlawful or does not rise to the level of Title IX discrimination, harassment or retaliation on the basis of sex might still be unacceptable for the workplace or the educational environment. The district encourages students, employees and the public to report such behavior so that it can be promptly addressed whether under this policy or policy 504.18 Harassment.

Confidentiality and Records

To the extent permitted by law and in accordance with board policy, the district will keep confidential the identity of the person filing a grievance and any grievance or other document that is generated or received pertaining to grievances. Information may be disclosed if necessary to further the investigation, appeal or resolution of a grievance, or if necessary to carry out interim or disciplinary measures. The district will disclose information to the district's attorney, law enforcement, social services agencies, and others when necessary to enforce this policy or when required by law. In implementing this policy, the district will comply with state and federal laws regarding the confidentiality of student and employee records. Information regarding any resulting employee or student disciplinary action will be maintained and released in the same manner as any other disciplinary record. The district will keep any documentation created in investigating the complaint including, but not limited to, documentation considered when making any conclusions and as advised by the district's attorney.

All Other Reports

Unless the concern is otherwise voluntarily resolved, all persons must report incidents that might constitute discrimination, harassment or retaliation directly to the Title IX Coordinator. All district employees will instruct all persons seeking to file a grievance to communicate directly with the Title IX Coordinator. Even if the suspected victim of discrimination, harassment or retaliation does not file a grievance, district employees are required to report to the Title IX Coordinator any observations, rumors or other information about actions prohibited by this policy. If a person refuses or is unable to submit a written complaint, the Title IX Coordinator will summarize the verbal complaint in writing. A grievance is not needed for the district to act upon finding a violation of law, district policy or district expectations.

Students, employees and others may attempt to resolve minor issues by addressing concerns directly to the person alleged to have violated this policy, but they are not expected or required to do so. Any attempts to voluntarily resolve a grievance will not delay the investigation once a report has been made to the district.

Even if a grievance under this policy is not directly filed, if the Title IX Coordinator otherwise learns about possible discrimination, harassment or retaliation, including violence, the district will conduct a prompt, impartial, adequate, reliable and thorough investigation to determine whether unlawful conduct occurred and will implement the appropriate interim measures if necessary.

If sex-based harassment is observed or alleged in a student behavior, the administrator must consult the Title IX coordinator prior to imposing discipline. Administrators will report all incidents as directed in the "Reporting" section of this policy and will direct the parent/guardian and student to the Title IX Coordinator for further assistance. In cases not

being handled under this policy, the Title IX Coordinator may determine that the incident has been appropriately addressed or recommend additional action.

Title IX Grievance Procedures

The superintendent or designee will adopt, publish and implement grievance procedures consistent with Title IX regulations that provide for the prompt and equitable resolution of complaints alleging any action that would be prohibited by Title IX. The grievance procedures must treat complainants and respondents equitably. The Title IX Coordinator coordinates implementation of the grievance procedure.

The Title IX Coordinator may also serve as the investigator and/or decisionmaker under the district's grievance procedures.

The grievance procedure may, at the discretion of the superintendent or designee, include provisions for Informal Resolution of some complaints in accordance with Title IX regulations.

Any employee or any other person authorized by the district to provide any aid, benefit, or service under the district's education program or activity must participate as a witness in, or otherwise assist with, an investigation, proceeding, or hearing under this policy.

When the Title IX Coordinator is Made Aware of Possible Sex-based Discrimination

When the Title IX Coordinator is notified of conduct that reasonably may constitute sex discrimination under Title IX or its regulations, the Title IX Coordinator will:

1. Treat the complainant and respondent equitably.
2. Offer and coordinate supportive measures as appropriate for the complainant. In addition, if the grievance procedure has been initiated or if the district has offered an informal resolution process to the respondent, the Title IX Coordinator will also offer and coordinate supportive measures as appropriate for the respondent;
3. Notify the complainant of the grievance procedures and the informal resolution process, if offered.
4. In response to a complaint, initiate the grievance procedures or the informal resolution process; and
5. Regardless of whether a complaint is initiated, take other appropriate prompt and effective steps, in addition to steps necessary to effectuate the remedies provided to an individual complainant, if any, to ensure that sex discrimination does not continue or recur within the recipient's education program or activity.
6. The Title IX Coordinator is not required to comply with (1) through (5) of this section upon being notified of conduct that may constitute sex discrimination if the Title IX Coordinator reasonably determines that the conduct as alleged could not constitute sex discrimination under Title IX or this part.

How a Complaint is Made about District Programs or Activities

The Title IX Coordinator's knowledge of the existence of a complainant requires a district response but does not itself constitute a complaint as used in this grievance procedure. A complaint is made by an oral or written request to the district that objectively can be understood as a request for the district to investigate and make a determination about alleged discrimination under Title IX or its regulations.

Persons Making a Complaint

The following people have a right to make a "complaint" of sex discrimination in the program or activity of the district:

- Any student or employee the district;
- A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant;
- Any person other than a student or employee who was participating or attempting to participate in the district's education program or activity at the time of the alleged sex discrimination.
- The Title IX Coordinator.

Limitation on Complaints of Sex-Based Harassment including Hostile Environment: A person is entitled to make a complaint of sex-based harassment (a sub-category of sex discrimination) including a sex-based hostile environment, only if :
they themselves are alleged to have been subjected to the sex-based harassment,
they have a legal right to act on behalf of such person, or
the Title IX Coordinator initiates a complaint in accordance with law.

District-Initiated Complaints. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Title IX Coordinator may initiate a complaint of sex discrimination if they determine that the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or that the conduct as alleged prevents the district from ensuring equal access on the basis of sex to its education program or activity .

To make this fact-specific determination, the Title IX Coordinator must consider, at a minimum, the following factors:

- The complainant's request not to proceed with initiation of a complaint;
- The complainant's reasonable safety concerns regarding initiation of a complaint;
- The risk that additional acts of sex discrimination would occur if a complaint is not initiated;
- The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;

- The age and relationship of the parties, including whether the respondent is an employee of the district;
- The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
- The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
- Whether the district could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

Complaint Consolidation

The district may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

Complaints Concerning District Policy or Practice

Not all complaints of sex discrimination involve active participation by complainants and respondents, including those alleging that the recipient's own policies and procedures discriminate based on sex. When a sex discrimination complaint alleges that the district's own policy or practice discriminates on the basis of sex, the district is not considered a "respondent" for procedural purposes. However, the district must fully implement and follow those parts of the grievance procedures that do apply to such complaints and complainants, including when responding to a complaint alleging that the recipient's policy or practice discriminates on the basis of sex.

For a complaint alleging that an individual engaged in sex discrimination based on actions the individual took in accordance with the recipient's policy or practice, the district must treat the individual as a respondent and comply with the requirements in these grievance procedures that apply to respondents. This is because such complaints may involve factual questions regarding whether the individual was, in fact, following the recipient's policy or practice, what actions the individual took, and whether the individual could be subject to disciplinary sanctions depending on these facts. To the extent an individual was following the recipient's policy or practice, the district has flexibility to determine whether the original complaint must be amended to be a complaint against the district itself or whether this determination can be made based on the original complaint against the individual.

Notice of a Complaint

When the district's grievance procedures are initiated the Title IX Coordinator or designee must provide notice of the allegations to the parties whose identifies are known.

The notice must include:

- These grievance procedures
- The informal resolution process, if available and appropriate.
- Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
- Retaliation is prohibited; and
- The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the district provides a description of the evidence, the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

If, in the course of an investigation, the Title IX Coordinator or designee decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, the Title IX Coordinator or designee will notify the parties of the additional allegations.

Dismissal of a Complaint

The Title IX Coordinator or designee may dismiss a complaint of sex discrimination if, after making reasonable efforts to clarify the allegations with the complainant:

- The district is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in the district's education program or activity and is not employed by the district;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the district determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- The Title IX Coordinator or designee determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX.

When a complaint is dismissed, the Title IX Coordinator will, at a minimum:

- Notify the complainant of the dismissal, the basis for the dismissal and the process for appealing the dismissal.
- If the dismissal occurs after the respondent has been notified of the allegations, notify the respondent of the dismissal, the basis for the dismissal and that the dismissal may be appealed promptly following notification to the complainant, or simultaneously if notification is in writing.

- Offer supportive measures to the complainant as appropriate;
- If the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and
- Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur within the district's education program or activity.

Dismissal on these grounds does not prevent the application of any other district policy that applies to the alleged conduct or referral of the alleged conduct to appropriate administrators.

Appeal of Dismissal of Complaint

Dismissals may be appealed on the following bases:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
- The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, the Title IX Coordinator or designee will:

- Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
- Implement appeal procedures equally for the parties;
- Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
- Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations;
- Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
- Notify the parties of the result of the appeal and the rationale for the result.

Investigation of the Complaint by the District

The district will provide for adequate, reliable, and impartial investigation of complaints. The burden is on the district—not on the parties—to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. Any employee or any other person authorized by the district to provide aid, benefit, or service under the district's education program or activity to must, upon request by the Title IX Coordinator, an investigator, or a decisionmaker, participate as a witness in, or otherwise assist with, an investigation or proceeding under Policy 504.24 including these grievance procedures.

The district presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

The district will objectively evaluate all evidence that is relevant and not otherwise impermissible including both inculpatory and exculpatory evidence.

Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

The district will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible.

The district will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

The district will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, or an accurate description of the evidence, in the following manner:

- If the district provides a description of the evidence, the district will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party;
- The district will provide a reasonable opportunity for either party to respond to the evidence or the description of the evidence; and
- The district will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Evidentiary Exclusions

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the district to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

- Evidence that is protected under a legal privilege, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the district obtains that

party's or witness's voluntary, written consent for use in its grievance procedures;
and

- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless it is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

Confidentiality and Privacy

The district will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures.

The district must not disclose personally identifiable information obtained in the course of complying with Title IX, except in the following circumstances:

- When the district has obtained prior written consent from a person with the legal right to consent to the disclosure;
- When the information is disclosed to a parent, guardian, or other authorized legal representative with the legal right to receive disclosures on behalf of the person whose personally identifiable information is at issue;
- To carry out the purposes of Title IX, including action taken to address conduct that reasonably may constitute sex discrimination under Title IX in the district's education program or activity;
- As required by Federal law, Federal regulations, or the terms and conditions of a Federal award, including a grant award or other funding agreement; or
- To the extent such disclosures are not otherwise in conflict with Title IX, when required by State or local law or when permitted under FERPA.

Investigatory Questioning of the Parties and Witnesses:

The grievance decisionmaker will question parties and witnesses to adequately assess their credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. Where the investigator has interviewed a party or witness and the investigator is also serving as the grievance decisionmaker, credibility evaluation is inherent in the process of conducting the interview. In situations where credibility determinations are required from a grievance decisionmaker who did not interview a party or witness, the Title IX Coordinator will facilitate an opportunity for the

decisionmaker to conduct an interview as part of the grievance decisionmaker's process of engaging with the evidence resulting from the investigation.

Making the Determination Whether Sex Discrimination Occurred:

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the grievance decisionmaker will:

- Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred. If the decisionmaker is not persuaded by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker will not determine that sex discrimination occurred.
- Notify the parties in writing of the determination whether sex discrimination occurred under Title IX including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal;
- If sex discrimination occurred, identify recommended discipline for the respondent for sex discrimination prohibited by Title IX ;
- Promptly transmit the grievance record and the determination to the Title IX Coordinator if the Title IX Coordinator did not serve as the decisionmaker.

If Sex Discrimination Occurred, How Does the District Respond?

When the respondent is found to have violated the prohibition on sex discrimination under Policy 504.24, the Title IX Coordinator will, as appropriate:

- Coordinate the provision and implementation of remedies, provided to restore or preserve equal access to the district's education program or activity when limited or denied by sex discrimination;
- Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
- Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the district's education program or activity.
- Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
- Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.

Appeal of Grievance Process Outcomes

Appropriate supportive measures managed by the Title IX Coordinator will continue during all appeals.

Within 5 days after the decisionmaker makes a final decision at the conclusion of the grievance process, the complainant or the respondent, or both, may appeal the decision to

the superintendent or designee by notifying the Title IX Coordinator in writing. The superintendent or designee will complete a written decision on the appeal within 10 days. The decision will be provided to the Title IX Coordinator, complainant, and respondent within 5 days of the decision.

If the determination that sex discrimination occurred is affirmed, reversed, or modified on appeal, the grievance returns to the Title IX Coordinator and the superintendent or designee to implement or modify the appropriate remedies, disciplinary sanctions, and other prompt and effective district steps to ensure that sex discrimination does not continue or recur.

Remedies When Sex Discrimination Occurred

After the district determines that sex discrimination occurred, the district may provide remedies, as appropriate, to a complainant or any other person the district identifies as having had their equal access to the district's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the district's education program or activity.

Supportive Measures

The district will provide supportive measures through its Title IX Coordinator, to complainants as appropriate and, if a complaint has been filed, to the respondent as appropriate.

For complaints of sex-based harassment, these supportive measures may include individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

- Restore or preserve that party's access to the recipient's education program or activity, including measures that are designed to protect the safety of the parties or the recipient's educational environment; or
- Provide support during the recipient's grievance procedures or during an informal resolution process.

Supportive measures may vary depending on what the district deems to be reasonably available. These measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

The district may, as appropriate, modify or terminate supportive measures at the conclusion of the grievance procedures or at the conclusion of the informal resolution process, or the district may continue them beyond that point.

For allegations of sex discrimination other than sex-based harassment or retaliation, the district may provide supportive measures, but is not required to alter the alleged discriminatory conduct during the grievance process.

Confidentiality of Supportive Measures

The district must not disclose information about any supportive measures to persons other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless necessary to provide the supportive measure or restore or preserve a party's access to the education program or activity, or when an exception to this policy's prohibition on disclosures of personally identifiable information applies.

Review of Supportive Measures Decisions

Upon request, the Title IX Coordinator will designate an appropriate and impartial employee to review the modification or reversal of the district's decision to provide, deny, modify, or terminate supportive measures. The reviewing employee must be someone other than the employee who made the challenged decision and must have authority to modify or reverse the decision. The district must also provide a party with the opportunity to seek additional modification or termination of a supportive measure applicable to them if circumstances change materially.

Disciplinary Sanctions

Administrators should consult with the Title IX Coordinator about potential disciplinary responses to the conduct that is alleged to be in violation of the prohibition on sex discrimination. The district is not permitted to impose disciplinary sanctions upon a respondent to a complaint for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the district's grievance process that the respondent engaged in prohibited sex discrimination. Appropriate supportive measures may be employed during the grievance process and an emergency removal may occur when necessary.

Overlapping Discrimination Claims and this Procedure

To the extent the underlying facts and legal questions in a complaint handled under the Title IX grievance process overlap with and pertain to compliance by the district with another law or regulation concerning discrimination under Policy 504.18, the evidence and findings of the Title IX grievance process may be used for both purposes, in the discretion of the Title IX Coordinator and, if not the same person, the district's Policy 504.18 Compliance Officer.

Timelines for the Grievance Process

The timelines shown in this policy are the ones approved by the board and are not statutory but are intended to establish expectations for being “prompt” in resolving Title IX matters in most cases.. The board may choose to modify those timelines within the following ranges:

- Arriving at the decision whether to investigate or dismiss a sex discrimination complaint, 1 to 15 days.
- Conducting the investigation, 1 to 30 days.
- Making a determination on the complaint, 1 to 30 days.
- Conducting and deciding an appeal, 1 to 20 days.

Training Requirements

The Title IX Coordinator must ensure that all employees are trained promptly upon hiring or change of position, and annually afterwards, on the district’s obligations to address sex discrimination, the scope of conduct that constitutes sex discrimination, and reporting requirements. All training received by district personnel should be documented.

In addition to the annual training, any investigator, decisionmaker, facilitator of informal resolutions, and any person otherwise responsible for implementing the District’s grievance procedures or who has the authority to modify or terminate supportive measures, must each receive additional training as required by law.

The Title IX Coordinator and any designees must receive the level of advanced training required by Title IX, and any other training necessary to coordinate the District’s compliance with Title IX.

The district must make all materials it uses for required Title IX training available upon request for inspection by members of the public.

Recordkeeping

The district must maintain for a period of at least seven years:

For each complaint of sex discrimination, records documenting the informal resolution process under or the grievance procedures and the resulting outcome.

For each notification the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX, including notifications by employees, and records documenting the actions the district took to meet its obligations to respond promptly and effectively.

Legal Reference: Civil Rights Act, Title VI; 42 USC 2000d et seq.
Civil Rights Act, Title VII; 42 USC 2000e et seq.

Education Amend. of 1972, Title IX; 20 USC 1681 et seq.
Exec. Order 11246, as amended by Executive Order 11375
Equal Pay Act; 29 USC 206
34 CFR part 106

Cross Reference: 103.00 Equal Educational Opportunity
402.01 Equal Opportunity Employment
402.15 Staff Conduct with Students
403.02 Child Abuse Reporting
403.03 Abuse of Students by School District Employees
404.06 Harassment by Employees
405.00 Employee Conduct and Appearance
501.00 Objectives for Equal Educ. Opportunities for Students
504.03 Student Conduct
504.14 Hazing, Initiation, Secret Societies or Gang Activity
504.18 Harassment by Students
504.20 Bullying Prevention
504.21 Dating Violence Prevention
505.03 Suspension and Expulsion of Students
612.05 Individualized Education Program
612.10 Procedural Safeguards

DISTRICT NOTICE OF NONDISCRIMINATION ON THE BASIS OF SEX

The notice forms are as follows, with the current district contact information and website links included at the time of use. In general, use the full statement below:

- [NAME OF DISTRICT] does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.
- Inquiries about Title IX may be referred to the district's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.
- The district's Title IX Coordinator is [name or title, office address, email address, and telephone number].
- The district's nondiscrimination policy (Policy 504.24) including its grievance procedures can be located, [include link to location(s) on website or otherwise describe location(s)] or obtained by contacting the Title IX Coordinator.
- To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the Title IX Coordinator.

If necessary due to the format or size of any publication, use the following statement:

[NAME OF DISTRICT] prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The notice of nondiscrimination is located at [insert website address].


Title IX requires the district to provide a notice of nondiscrimination to students; parents, guardians, or other authorized legal representatives of elementary school and secondary school students; employees; applicants for admission and employment; and all unions and professional organizations holding collective bargaining or professional agreements with the district. The district must prominently place this notice of nondiscrimination on its website and in each handbook, catalog, announcement, bulletin, and application form that it makes available to persons entitled to, or which are otherwise used in connection with the recruitment of students or employees.

August 1, 2024 NASB Policy Update

Jim Luebbe <jluebbe@nasbonline.org>

Fri 8/2/2024 7:57 AM

To: Angela Dibbert (adibbert@gips.org) <adibbert@gips.org>; Dana Wiseman (dana.wiseman@elbaps.org) <dana.wiseman@elbaps.org>; George Clear - Hay Springs (george.clear@hshawks.com <george.clear@hshawks.com>; jcline@lakeview.esu7.org <jcline@lakeview.esu7.org>; jklein@heartlandschools.net <jklein@heartlandschools.net>; Joey Lefdal <joeylefdal@homerknights.org>; John Hakonson (john.hakonson@lexschools.org) <john.hakonson@lexschools.org>; Lindsey Mashek (lmashek@geringschools.net) <lmashek@geringschools.net>; Marilyn Reed (rmreed107@hotmail.com) <rmreed107@hotmail.com>; Matt Fisher (mfisher@gips.org) <mfisher@gips.org>; matt.drew@litchfieldps.org <matt.drew@litchfieldps.org>; Mike Brockhaus <mike.brockhaus@elgineagles.org>; nregan@geringschools.net <nregan@geringschools.net>; Robin Dexter (rdexter@gips.org) <rdexter@gips.org>; Summer Stephens (sstepphens@gips.org) <sstepphens@gips.org>; Tim Heckenlively (theckenlively@fallscityps.org) <theckenlively@fallscityps.org>; tmiller@gubn.org <tmiller@gubn.org>; Vern Fisher (vern.fisher@gibbonpublic.org) <vern.fisher@gibbonpublic.org>

 12 attachments (288 KB)

0504.24 - title IX nondiscrimination.docx; 0504.24E1 - district notice of nondiscrimination.docx; 0504.24E2 - initial report of sex discrimination.docx; 0504.24E3 - title IX coordinator's sex discrimination intake form.docx; 0504.24E4 - informal resolution procedures.docx; 0504.24E5 - determination of sex-based harassment under title IX.docx; 0504.24E6 - notice of dismissal of complaint.docx; 0504.24E7 - appeal of dismissal or appeal of determination.docx; 0504.24E8 - notice of initiation of grievance procedure (1).docx; 0504.24E8 - notice of initiation of grievance procedure.docx; 0504.24E9 - decision on appeal of dismissal.docx; 0504.24E10 - decision on appeal of grievance procedure outcome.docx;

Dear Policy Update Subscribers,

I'm attaching our revised Policy 504.24, now labeled as Title IX Nondiscrimination. It replaces, and is a complete rewrite, of the old Policy 504.24 so there will be no redline attached. The 10 exhibits (or forms) which are used to implement the policy will replace all former Regulation and Exhibit attachments tied to the old policy. This new version of 504.24 will also replace Policy 404.12 since all student and employee nondiscrimination is now dealt with in one place. Please delete Policy 404.12 and its regulations and forms.

Although the policy itself is long (18 pages) it occasionally has a small amount of redundancy due to the division of topics, but hopefully the use of the various forms will make it quite straightforward. I've included a list of the forms on page 2 of the policy in the order they would typically be used depending upon whether the complaint is against an individual's conduct or is about the district's programs or activities. Much of the process then becomes obvious simply by working through the attached forms.

Policy 404.06 and Policy 504.18, both dealing with nonsex-based discrimination will remain in place along with their regulations and forms.

Since this is a federally mandated policy and the bulk of the language arises from federal statutes, we recommend districts waive their first reading of the policy and adopt it immediately.

As always, thank you for your participation in the NASB Policy Update Service. And now I will go back to getting over a (fortunately) mild case of COVID.

Jim Luebbe

Homer Community School



2024 – 2025
Student Handbook

Homer Community School Student Handbook

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District Student Handbook

General Information

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 Homer 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.

Mission Statement

The Homer Community School District provides a safe, supportive environment in which all students will develop the skills, knowledge, and integrity essential for a successful future. This includes educating students to:

- read with understanding,
- communicate clearly,
- solve problems effectively,
- think critically, and
- act responsibly.

Motto

“Committed to excellence, inspiring greatness, exceeding expectations”

School Improvement Goals

The school improvement goals of the Homer Community School District are:

1. Kindergarten through twelfth grade students will improve achievement in reading comprehension.
2. Kindergarten through twelfth grade students will learn appropriate positive behaviors for school as well as life-long behavior skills.

Members of the Board of Education

Mr. Paul Tighe	President
Mr. Byron Hall	Vice-President
Mrs. Kristina Nelsen	Secretary
Mr. Aaron Reis	Treasurer
Mr. Tyler Kirkholm	Member
Mr. Ryan Harris	Member

Administrative Staff

Joey Lefdal – Superintendent
 Tom Coviello – Secondary Principal
 Abbie Uhl – Elementary Principal

Teaching Staff

Elementary

Preschool (4 YO)	Kaydee Heaton	Third Grade	Katie Curry
Preschool (4 YO)	Makayla Murphy	Third Grade	Trey Hermelbracht
Kindergarten	Katie Scott	Fourth Grade	Kassara Jump
Kindergarten	Brittni Olson	Fourth Grade	Keely Steffen
First Grade	Brenda Boelter	Fifth Grade	Nicholle Olson
First Grade	Kayla Dorcey	Fifth Grade	Aspen Bennier
Second Grade	Angela Ford	Elem. Resource	Triece Krause
Second Grade	Kari Morgan	Title 1	Lark Rich
		K-5 Guidance	Veronica Schmidt

Junior/Senior High School

Spanish	Alisha McPartland	Science	David Dziurazwiec
Business/Computers	Aaron Sasges	Science	Jill Husienga
Industrial Technology	Austin Lambert	Social Studies	Bret Hightree
English	Stacy Delperdang	Social Studies	Trevin Launsby
English/Ath. Director	Dan Schmitt	Mathematics	Brian Ferris
English	Carrie Vanschoiack	Mathematics/Science	Nicole Launsby
Resource	Peggy Ter Wee	Mathematics/ Social Studies	Pat Wright
Resource	Kealy Ensminger	6-12 Guidance	Jeff Horner
JH Social Studies	Spencer Koehn		

Kindergarten through High School

Library/Media	Stacie Johnson	P.E. & Health K-12	Josh Watchorn
5-12 Inst. Music	Paige Moos	P.E. K - 12	Shawn Spurrell
K-12 Vocal Music	Bridget Anderson	Psychologist	Billie Hightree-Sitzmann
3-12 Art	Casey Tremayne	Speech Pathologist	Nikki Johnson

Student Entering and Exiting Facility

Beginning of School: Students will enter through the main school doors. Bussing students will enter through the south doors (elementary playground doors). Students eating breakfast should not be in the school prior to 7:30 a.m. All other students should not come to school prior to 7:45 a.m. unless they are scheduled to meet with a teacher.

During the School Day: **Students are to remain on campus unless excused in accordance with school policies.** This includes remaining on campus during the lunch period. Upon return to school during the day, the students are to sign into the office.

End of School: Regular school day ends at 3:20 for PK-5 students and 3:30 for 6-12 students. All after school activities will begin when designated by the sponsor. All other students must exit the building as soon as possible.

Academics

Comprehensive Assessment System

The Homer Community School District has a comprehensive assessment system which provides the school district with key information needed to insure the effectiveness of the district's improvement efforts and evaluate its overall performance. Students in all grade levels are assessed in curricular areas throughout the year to monitor student progress. Standardized assessments are given to students periodically throughout the school year. A normed and standardized achievement test is given to all students in grades 3 through grades 8 and grade 10 in high school. State tests are administered each spring to students in grades 3 through 8 and grade 11. Progress reports are provided to parents.

Copyright and Fair Use Requirements

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.

Attendance

Decision to Close School

If inclement weather or other event should necessitate the closing of school or a shortened schedule, notification will be made to the Sioux City news media. Recorded messages will also be delivered via School Reach to keep parents informed of changes in the school schedule or important events. Parents will be given as much advanced notice as possible. Parents should have a plan in place to accommodate these circumstances.

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 as any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather at any time during the school day. Students will typically not be dismissed from school during severe weather on the basis of a telephone request.

Parents should not call school or 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.

Every effort will be made to provide accurate and timely information through the media.

Absences

Absence Procedure

Regular and punctual student attendance is essential for a student's academic success and required by state law. Excessive and unnecessary absences and tardies can only hinder a child's growth in education. Students and parents are responsible for developing behaviors which will result in regular and punctual student attendance. The Homer Community School District will report as truant any student enrolled in the district over the age of 6 for excessive absenteeism. The term "excessive absenteeism" shall mean absences exceeding 10 days per semester or the equivalent.

Students coming to school after 10:00 A.M. or leaving before 1:00 P.M. will be recorded as absent for one half of a day. It will be considered a full day absent if a child leaves before 10:00 A.M. for the rest of the day.

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 by the Principal. All absences, except for illness and/or death in the family, require advance approval.
2. Unexcused Absences: An absence which is not excused is unexcused.

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

Any time a student is absent from school, it is the responsibility of the parent/guardian to call the school office to verify the student's absence. Please call before 8:00 A.M. on the day of the absence, include a general description of the reason for the absence. Failure to excuse a student's absence may result in the student serving detention, and/or loss of school privileges. The school will attempt to notify all students' families regarding periods of absence via the telephone.

Parents of elementary, middle, or high school age students can monitor their child's attendance/tardies on PowerSchool.

Excessive Absenteeism/Truancy

Students who accumulate five absences in a quarter or 10 absences per semester shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for all students. When a student has excessive absences, the following procedures shall be implemented:

Stage 1: The student has accrued 5 days of absences during the current school year.

- a. School staff reviews the student's attendance history.
- b. If appropriate, a school staff member (administrator, counselor, school psychologist) will contact the parent(s)/guardian(s).

Stage 2: The student has accrued 10 days of absences during the current school year.

- a. The school sends out the Stage 2 advisory letter to the student's parents/guardian(s).
- b. School staff reviews the student's attendance history.
- c. School staff may decide that the excessive absenteeism is justified due to medical reasons or that a meeting with the parents/guardians and student is necessary to develop a collaborative plan identifying and addressing barriers to attendance.

Stage 3: The student has accrued 15 days of absences during the current school year.

- a. The school sends out the Stage 3 advisory letter to the student's parents/guardian(s).
- b. School staff reviews the student's attendance history.
- c. School staff contacts the student's parent(s)/guardian(s) with regards to their child's continued problematic attendance and schedules a meeting with parent(s)/guardian(s) and their student to review the collaborative plan, discuss student's attendance, and make necessary changes if needed.

Stage 4: The student has accrued more than 20 days of absences during the school year.

- a. The school notifies the student's parent(s)/guardian(s) in writing prior to referring the student to the County Attorney.
- b. The school sends out the following documents to the County Attorney: the Stage 4 County Attorney Referral Letter, the collaborative plan and any amendments, the dates the attendance letters were sent, and the dates regarding meetings with the student and their parent(s)/guardian(s).
- c. The school sends the student's parent(s)/guardian(s) a copy of the County Attorney's referral letter.

Nebraska State Law, 79-209, allows schools to refer every student, whether elementary, middle, or high school age, who have been absent more than 20 days per year to the County Attorney. A referral to the County Attorney may be made by the school at Stages 1, 2, or 3 based upon a student's prior attendance history, if absences from previous school years were excessive.

Stage 2 Collaborative Plan Template -

<https://docs.google.com/document/d/1cBWSicBIJlxCVO4GvUAhHt3oGM6OXChBUpMZLap7Ljo/edit?usp=sharing>

Stage 3 Collaborative Plan Revision Template -

<https://docs.google.com/document/d/102wyXnn3ud5pVf-C8uwc6qBDKgU0CBgKOjoB-NE-cF8/edit?usp=sharing>

Stage 4 - County Attorney Referral - Documentation

<https://docs.google.com/document/d/1gC8OF5V8UDV3CdIhMMxOifCrbz3EV6S1IWYktZtsQD4/edit?usp=sharing>

Exclusion from Class or Recess

The administration reserves the right to ask for a physician's justification for a student's exclusion from a class (i.e. physical education) or recess.

Leaving School

Students who must leave school for any reason during the school day must check out at the office before leaving. Students leaving school must be cleared in advance by a note or phone call from the student's parent or legal guardian. Upon returning to school that same day, students are expected to sign in at the office. Students who leave without permission and without signing out in the proper manner will be considered truant.

Make-Up Work

It is the responsibility of the student to check with each teacher and arrange for making up missed assignments. Written make-up work may be assigned for each day missed regardless of the type of absence. For excused absences, two school days will be allowed to make up the work for each day missed with a maximum of ten (10) days allowed to make-up work. If requested, assignment sheets will be prepared for students who are ill. Individual teachers do have the discretion to alter the time each student is allowed to complete missing assignments and receive credit. No assignment sheets will be sent out until after at least three (3) days of absence. If the parents or students have concerns prior to the three (3) days, they are encouraged to contact the teacher. For unexcused absences, the student will receive a failing mark for or in each class period missed. If make-up work is not completed, students will receive no credit for the work required.

Buildings and Grounds

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.

Bicycles, Skateboards, Scooters, Heely Shoes, and Rollerblades

Skateboards, scooters, shoes with wheels, and roller blades are not permitted at school due to safety concerns. If a student rides a skateboard to school, it must be stored in the student's locker, with a teacher or in the office. Students in second grade or above may ride bicycles to school. Bicycles must be parked in the racks provided. All bicycles should be equipped with locks. The school is not responsible for damage or theft of parts while bicycles are on school property.

Care of School Property

Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school. Students and their parents or guardians will be held responsible for damages to school property 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. 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.

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 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.

Smoke-Free Environment

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

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 extras, leave the money or valuables with a staff member in the school office for temporary and 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.

Video Surveillance

The Board of Education has authorized the use of video cameras on school district property and school buses 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 for investigation and/or prosecution.

Behavior Expectations and Student Conduct

Student Conduct Expectations

It is the expectation of the Homer Community School District that students display the conduct appropriate to contribute to a safe and effective learning environment. The District expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of the student will not be tolerated. 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.

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 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 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 who is on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.

Long-Term Suspension, Expulsions, and Mandatory Reassignment

Long-Term Suspensions

A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who is 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.

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 the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled 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 an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.

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, 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.

Summer Review

Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.

Alternative Education

Students who are expelled may be provided an alternative education program that will enable the student to continue academic work for credit toward graduation. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.

Suspension of Enforcement of an Expulsion

Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.

Students Subject to Juvenile or Court Probation

Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal’s designee shall meet with the student’s probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal’s designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

Other Forms of Student Discipline

Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, 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.

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 education process. Such conduct constitutes grounds for 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 a 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 (such as a gun or knife) or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
 7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, 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. 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.
 12. A 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 riding school buses or vehicles.
 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 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 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.
19. Threats of violence made to students or staff that cause administration to question school safety. These threats can be made during the school day

or outside of the school day. These threats could include harming or killing a student(s) or staff member(s), inappropriate hand gestures, bomb threats, social media posts or 'liking' something on social media.

Additional Student Conduct Rules

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

Student Appearance and Dress Code

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

1. Clothing may not have obscene or suggestive language or pictures.
2. Clothing may not advocate the use of alcohol, tobacco, drugs or violence.
3. Hats are not to be worn inside the building at any time, but may be worn during school activities including athletic events if worn properly.
4. Pants, shorts, and shirts should not have large rips or tears in them.
5. Clothing should cover the entire midriff, backside, and all undergarments.
6. Shorts must be an acceptable length that when a student is seated the shorts cover at least two inches of skin on the leg.
7. No spaghetti strap style shirts.

The administration reserves the right to determine appropriate dress on a case-to case basis. 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.

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

If a student violates the dress code, he or she will have to change into appropriate attire. If the child has additional clothes at school, he or she may wear his or her clothes. If the child does not have additional clothes at school, he or she will be given clothes to wear for the remainder of the day. If a parent/guardian wants to bring the student clothes, that is at his or her discretion. Students will not be allowed to leave campus to change clothes.

Continual violations of the dress code will result in disciplinary actions under the Student Code of Conduct above. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in discipline, up to expulsion.

Bus Rules and Regulations

It is mandatory that students conduct themselves in a manner that is not likely to bring injury to themselves or to others on the bus or on any other school-owned or provided vehicle being used for school purposes. Any

behavior which might be distracting to the driver of a bus or other vehicles is specifically prohibited. All normal rules that pertain to the school day are to be observed and enforced during any school trip that utilizes school transportation.

The following rules are to be followed.

1. Students are to treat the bus driver and all students with respect.
2. The driver is in charge of all students on the bus. Students must obey the driver promptly and respectfully.
3. Students are to remain seated.
4. Students are to keep hands, feet, and all objects to themselves and inside the bus.
5. Students are not to tease, harass, bully, or fight with another student.
6. Students are to use quiet voices and appropriate language at all times.
7. There is to be no smoking or eating on the bus at any time.

All inappropriate behavior will be reported to the Principal. Consequences for inappropriate behavior include but are not limited to:

1. Warning by the driver or bus monitor
2. Seat reassignment and phone call to parent
3. Detention and phone call to parent
4. Student put on a bus contract and parent/driver meeting
5. Loss of privilege to ride the bus from two days to two weeks and parent/driver meeting
6. Loss of privilege to ride the bus for the remainder of the school year and parent/driver meeting

Public Display of Affection

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

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

Dating Violence

The Homer Community School District strives to provide physically safe and emotionally secure environments for all students and staff. Positive behaviors are encouraged in the education program and are required of all students and staff. Dating violence will not be tolerated.

Incidents of dating violence involving students at school will be addressed as the administration determines appropriate, within the scope and subject to the limits of the District's authority.

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

Personal Cell Phones and Electronic Devices

The use of electronic devices can be disruptive to the educational process and are items that can easily be 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 has established the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.

Homer Community Schools has adopted expectations to govern the possession and use of personal electronic devices on school premises. For the purposes of these expectations, “personal electronic device” means a privately owned device that is used for audio, video, text or other electronic communication or any other type of computer-like instrument.

Personal electronic devices may include but are not limited to:

- Existing and emerging mobile communication systems and smart technologies (cell phone, iPhone, Smartphone, internet-enabled phone, Smartwatches, headphones/earbuds such as AirPods, etc.)
- Handheld entertainment systems (video games, CD players, compact DVD players, MP3 players, earphones, etc.)
- Portable internet devices (mobile messengers, iPads, etc.)
- Current or emerging wireless handheld technologies or portable information technology systems that can be used for word processing, wireless internet access, image capture/recording, sound recording, and information transmitting/receiving/storing, etc.

Possession and Use of Personal Electronic Devices:

Homer Community Schools assigns Chromebooks and network access to all JH/HS students. Therefore, the use of student owned cellular devices is not necessary. Because cellular devices create an added distraction to the teaching and learning process, students are not permitted to use student-owned personal electronic devices, including cell phones during the school day (8:00am - 3:30pm).

Students may use cell phones or other electronic devices on the school sidewalks and in the common areas of the school before and after school, so long as they do not create a distraction or a disruption. Students may not use cell phones or other electronic devices while they are in locker rooms or restrooms. Students must comply with each teacher’s classroom rules regarding cell phone use in class.

Students may not use cell phones or other electronic devices while riding in a school vehicle unless they have express permission to do so from the vehicle’s driver.

Students are personally and solely responsible for the security of their cell phones and other electronic devices. The school district is not responsible for theft, loss, or damage of a cell phone or any calls made on a cell phone.

Students who violate these rules and regulations will have their cell phones or other electronic devices confiscated immediately. The administration will return confiscated devices after school to the offending student for the first violation. For subsequent violations, the administration will return confiscated devices to the offending student’s parent or guardian after meeting with the parent or guardian to discuss the violation. Students who violate these rules and regulations may, at the discretion of the school’s administration, be subject to additional discipline, up to and including suspension or expulsion.

Network, E-Mail, Internet, and Other Computer Use Rules

General Rules:

1. The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Parental permission is required for student use. Access for all staff and students is a privilege and not a right.
2. Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.
3. Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and insure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.
4. Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.
5. The district will not be liable for, and does not warrant in any way, purchases made by any user over the network. Users shall not make purchases of goods and/or services via the district's network.

Rules for Acceptable Use of Computers and the Network

The following are rules for acceptable use of computers and the network, including Internet in the Homer Community School District.

1. Users shall not erase, remake, or make unusable anyone else's computer, information, files, programs or disks. In addition to any other disciplinary action or legal action that may occur, any user violating this rule shall be liable for any and all damages to the computer, information, files, programs or disks.
2. Users shall not let other persons use their name, account, log-on password, or files for any reason (except for authorized staff members).
3. Users shall not use or try to discover another user's account or password.
4. Users shall not use the computers or network for non-instructional or non-administrative purposes (e.g., games or activities for personal profit).
5. Users shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
6. Users shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.
7. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or

any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.

8. Users shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
9. Users shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources. In addition to any other disciplinary action or legal action that may occur, any user violating this or any other rule shall be liable for any and all damages to the computer, network, information, files, programs or disks.
10. Users shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teacher or network administrator.
11. Users shall not take technology equipment (hardware or software) from the school grounds or remove such from computer work areas without written permission of the network administrator.

Expectations 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. These rules of behavior include (but are not limited to) the following:

1. Be polite. Do not become abusive in your messages to others.
2. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language, message, information or images.
3. Do not reveal your personal account, address or phone numbers, or that of other students.
4. Note that electronic mail (e-mail) is specifically not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities. Messages which violate the rules will result in disciplinary action.
5. All communications and information accessible via the network should be assumed to be private property of others.
6. Do not place unlawful information on any network system.
7. Keep paragraphs and messages short and to the point. Focus on one subject per message.
8. Include your signature at the bottom of e-mail messages. Your signature footer should include your name, position, affiliation, and network or Internet address.
9. Other rules may be established by the network administrators or teachers from time to time.

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.

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.

Academic Integrity

Requirements

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

Definitions

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

1. "**Cheating**" means intentionally misrepresenting 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.
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:
3. **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.
4. **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.
5. "**Contributing**" to academic integrity violations means to participate in 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.

Sanctions

The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

1. **Academic Sanction**. The instructor will refuse to accept the student's work in which the academic integrity offense 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.
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 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.

Activities

Extracurricular Programs

Extra-curricular programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. The Homer Community School District will adhere to the rules and regulations set forth in Title IX guidelines on sex discrimination as well as other pertinent rules and regulations.

Activity Philosophy

Activities are considered an integral part of the school's program of education which provide experiences that will help boys and girls 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. We believe that participation in activities, both as a player 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, to the team, to the student body, to the community and to 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 people and citizens.

Safety

The District's philosophy is also to maintain an activities program which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, and to exercise common-sense. In addition, the District requires that activity team members travel to and from out-of-town events as a unit. Any exceptions to this rule must be approved by both the parents and the coach/sponsor and should be done in writing prior to the departure to the event. The note should be given to the Principal. Only those people involved with the activity will be allowed to travel in the school vehicle.

Activity Code of Conduct

Students are representatives of Homer School and must display good character at all times. This policy includes, but is not limited to, the following activities: basketball, cheerleading, drill team, football, one act play, speech, student council, class plays, volleyball, track, wrestling, golf, musicals, and jazz band. In order for students to represent Homer Community School, it is essential that they obey school, coach/sponsor, and team or specific activity rules, including but not limited to the following rules: Upon determination or finding by the administration that a student has used or possessed alcohol, tobacco, vape products, or illegal substances, or engaged in any illegal activity, the following procedure will affect all students enrolled at

Homer Community Schools. This includes results of any Random Drug Testing. The summer months are also included in this policy and apply to the duration of the student's high school career.

Random Drug Testing

Mandatory Random Drug Testing Requirements for Students Involved in Extracurricular Activities- (Grades 9-12)

Mission Statement

The Board of Education for the Homer Community School District values students' participation in extracurricular activities. Such students, as role models for other students, are a key to our goal to provide the best possible educational program for our students. To achieve our goal and to maximize the skills and talents of our students, it is important that each student understands the dangers of drug and alcohol use. Participation in extracurricular activities is a privilege which can be taken away for failure to comply with this policy. The purpose of this policy is as follows:

1. To provide for the health and safety of all students;
2. To undermine the effects of peer pressure by providing legitimate reason for students to refuse use of illegal drugs and/or alcohol;
3. To identify students who use illegal drugs and/or alcohol; and
4. To encourage students who use illegal drugs and/or alcohol to participate in appropriate treatment programs.

School Year: From the first day classes commence in the fall, unless the activity begins prior to the first day of classes, in which event it shall include from the first day of practice through and including the last day of classes/activities in the following spring.

Activity Programs: Any activity that meets the guidelines of an extracurricular activity at Homer Community School, which shall include, but is not limited to, the following:

Basketball, Golf, Cheerleading, Musicals, One Act Play, Track, Volleyball, Football, Speech, Jazz Band

Any student who participates in any extracurricular activity as herein before setting forth shall be a participant and his/her name shall be included in the participant pool. A participant shall enter the participant pool upon signing the attached consent for EXHIBIT A and returning said signed consent form to the Activities Director. A participant shall remain in the selection pool for an entire year (365 days) from the date the consent form is returned to the high school Activities Director. A participant may be subject to testing at any time during said 365-day period. Any student who tests positive will continue to be tested through the summer. A student will be removed from the testing pool if he/she has quit an activity. Quitting the activity must occur prior to being selected for testing to be removed from the testing pool of students.

Sample Collection: Samples will be collected as directed by the random selection list on the same day the student is selected for testing. If the student is absent, an alternate will be selected in sequential order from an alternate list provided by the TPA. For urine drug testing, students will utilize the nurse's office or other secure bathroom. No other persons will be allowed in the bathroom/stall and the bathroom/stall door must be closed during the collection procedure. Alcohol testing will be completed in the nurse's office or other secure setting.

In the event the collector suspects an adulterated or substituted specimen or specimen is out of normal temperature range, the specimen will be processed and sent to lab for further testing. The collector will then initiate a second urine specimen collection to be sent to the lab with the original specimen. No direct

observation of the student during the provision of the specimen (urination) will be conducted by the collector.

Random Pool Selection: The Superintendent or High School Principal will choose a Third-Party Administrator (TPA) for the purpose of determining through random selection the student(s)/participant(s) to be tested. This will be accomplished using a "State Student ID list", compiled by the district. From the 'State Student ID list', a random draw will be generated by the TPA and provided confidentially to the DPC at a frequency determined by the DPC. Eligible student population will be randomly tested throughout the academic year at a rate designated by the DPC. Eligible students will be subject to random testing on any given day school is in session. There will be no student names used in the random pool selection only State Student ID numbers.

Medical Review Officer (MRO): Homer Community School will utilize an MRO to review all laboratory-reported positive tests. The role of the MRO is critical to protect the interest of the student and determine whether the use of a substance identified by the sample analysis is from illicit use or a legitimate medical use. The MRO will demonstrate his/her knowledge by being certified by an MRO Accreditation body. The MRO/MRO assistant will report test results to the DPA or other designated school representative.

Scope of Tests: The drug screen tests for one or more illegal drugs and/or alcohol. The Drug Program Coordinator shall determine which illegal drugs shall be screened, but in no event shall that determination be made after selection of students for testing. Student samples will not be screened for the presence of any substances other than an illegal drug or for the existence of any physical condition other than drug use.

Non-Punitive Nature of Requirements: No student shall be penalized academically for testing positive for illegal drugs or alcohol. The results of drug tests pursuant to this policy will not be documented in any student's academic records. Information regarding the results of drug tests will not be disclosed to criminal or juvenile authorities absent legal compulsion by valid and binding subpoena or other legal process, which the district

shall not solicit. In the event of service of any such subpoena or legal process, the student and the student's custodial parent or legal guardian will be notified as soon as possible by the district.

Drug Screening Procedures

General Policy: Practical experience and research have proven that even small quantities of narcotics, abused prescription drugs or alcohol can affect judgment and reflexes which can create unsafe conditions for students, especially those involved in sports, or any activity covered in this policy. Even when not readily apparent, the effect can have serious results for students engaged in activities. Drug-using students participating in extracurricular activities are a threat to co-participants, other students, and themselves, and may make injurious errors. For this reason, the Board expects all students participating in extracurricular activities to remain substance-free.

Prohibitions: All students participating in extracurricular activities are prohibited from using, possessing, distributing, manufacturing, or having controlled substances, improperly used medications, or any mind/mood altering or intoxicating substances present in their system.

Alcohol Use/Possession: All students participating in extracurricular activities are prohibited from possessing or using alcohol.

After School Hours of Conduct: After-school hours use of drugs, alcohol, or any other prohibited substances is illegal. All students participating in extracurricular activities should realize that these regulations prohibit all illicit drug use during and away from school activities.

Procedures:

1. All Current Students Participating in Extracurricular Activities

A. Random Testing

The Homer Community School District authorizes random unannounced screening of all students participating in extracurricular activities. The list of students participating in extracurricular activities contained in the random pool will be updated upon receipt of a signed consent form. Students participating in the extracurricular activities who have been selected will be required to report to the designated collection site for testing.

B. Consent

Each student wishing to participate in any extracurricular activity and the student's custodial parent, or legal guardian shall consent in writing to drug testing pursuant to the district's drug testing program. Written consent shall be in the form attached to this policy as EXHIBIT A. No student shall be allowed to participate in any extracurricular activity absent such consent.

C. Removal from the Random Testing List

Students who quit an activity, prior to being selected for random testing, may request their name be dropped from the testing list. However, students may volunteer to remain in the pool even though he/she is not part of the activity.

D. There is an obligation to continue support for students who test positive. Drug testing during the summer will provide another reason for a student to refrain from the use of drugs or alcohol. Any student who has tested positive during a random test will continue to be tested through the summer months under the guidelines established herein. The Drug Program Coordinator will contact the student to establish a location and time for the test to take place.

2. Testing Procedures

A. General Guidelines

The Homer Community School Board shall rely, when practical, on the guidance of the Medical Review Officer in developing a consistent collection and testing protocol.

B. Substances

The substances monitored through testing include: alcohol, amphetamines, cannabinoids, cocaine, opiates, synthetic opiates and PCP, and other substances such as but not limited to steroids, barbiturates, and benzodiazepines without advance notice as part of tests authorized by the Board for safety purposes. Such tests will be coordinated with the Drug Program Coordinator.

C. Testing Procedure

The Board reserves the right to utilize breath, saliva or urine testing procedures with initial screening to be completed by instant test methods. Test results which screen non-negative will be confirmed by GC/MS, evidentiary breath machine or other confirmatory testing methods.

Students selected for testing will be excused from class or activity practice, brought to the nurse or coach's office and instructed they have been randomly selected for testing on that day. Students will not be allowed to leave the testing area unescorted at any time prior to the test administration once they are aware they are to be tested. After completion of the test, the student will return to the class or activity.

3. Collection Sites

Drug test collections will be limited to secure bathroom locations at the school i.e. nurse's office. Alcohol testing will be completed in the nurse's office or other secure areas.

4. Collection Procedures

The TPA will provide a documented procedure for collecting and handling all specimens observing standard collection procedures. The collector will utilize an instant drug and/or alcohol screen kit and standard Custody and Control Forms for all students participating in extracurricular activities testing. If a sample tests negative, no other drug testing takes place on the sample. For 'non-negative' test results on an instant screen, forensic chain of custody/handling will be observed to maintain the integrity and confidentiality of the specimen sent for further analysis.

5. Return of Results

The specimen collector will transmit by a secure method the results of all tests to the MRO. The MRO will be responsible for reviewing the results of students. Prior to making a final decision, the MRO shall give the individual an opportunity to discuss the result. The MRO/MRO assistant shall report subsequent test results to the DPC.

Positive Results: Whenever a student's test results indicate the presence of an illegal drug (positive test), the following will occur: the custodial parent or legal guardian will be notified by the DPC and a meeting will be scheduled with the Homer Community School District's Activities Director (Drug Program Coordinator), the student, and the custodial parent or legal guardian. See Code of Conduct Violations Procedure.

Refusal to Submit to Drug Use Test: A participating student who refuses to submit to a drug test authorized under this policy, or fails or refuses to comply with any other provision of this policy (including counseling requirements), shall not be eligible to participate in any activities covered under this policy including all meetings, practices, performances and competitions for 12 months from the date of the violation, and qualifies as a positive test.

A student who is unable to provide a sufficient specimen sample for testing within a 3 hour period could be considered a refusal to test.

Adulteration/Substitution: A participating student found to adulterate/substitute a sample or with paraphernalia that would be used to adulterate/substitute a specimen will be subject to an offense like a positive test.

Prescription Drug Error: A student that is determined to have used a prescription drug without a legal prescription in their name will be given a positive test result by the MRO. If in meeting with the parent/guardian it is determined that this is the result of a parent/guardian error and not an intended abuse of the substance, the following will occur: The parent will submit, in writing to the designated official, an explanation of the error

and recognition of the law regarding prescription drugs. Upon receipt of this document and recognition as a reasonable explanation by the DPC, activities will be lifted, and no assessment or intervention will be required. The student will undergo a follow-up drug screen at the parent's expense to ensure the banned substance(s) are gone or in decay. Upon completion of these requirements, this positive test will be removed from the student's record. This rule may only be applied one time in a student's enrollment with the school district. Further errors ruled positive by the MRO will constitute the actions listed above.

Appeal: A student participating in extracurricular activities determined by the Principal or Drug Program Coordinator to be in violation of this policy shall have the right to appeal the decision to the Superintendent or his/her designee(s). Such request for the review must be submitted to the Superintendent in writing within five (5) calendar days of notice of the positive test. A student requesting a review will remain eligible to participate in any extracurricular activities until the review is completed. The Superintendent or his/her designee(s) shall

then determine whether the original finding was justified. No further review of the Superintendent's decision will be provided, and his/her decision shall be conclusive in all respects. Any necessary interpretation or application of this policy shall be in the sole and exclusive judgment and discretion of the Superintendent which shall be final and non-appealable.

Record Keeping and Confidentiality: All records pertaining to participants shall be kept separate from the student records. The record keeping and results of all testing will be held in the strictest confidence. These records will be accessible to only the Drug Program Coordinator or his/her designee. Records pertaining to a particular student will be destroyed upon his/her graduation from the Homer Community School, or one year after his/her class graduation.

6. Severability

Should any sentence, clause, provision, or paragraph of this entire document be deemed unlawful or unconstitutional, it is intended that, insofar as may be practical, the remaining portions of this policy shall remain in full force and effect.

Determination of a violation will be based upon:

The admission by the student, or investigation by school officials (substantial information from law enforcement agencies, school staff, or administration that the Activity Code of Conduct has been violated). During the course of the investigation of the alleged violation of this policy, the affected student will be informed of the allegations, either orally or in writing. The student will then be provided with an opportunity to informally tell the administration the student's version of the events in question.

Honesty Clause – We want to encourage students to be honest with the school regarding violations of the ALCOHOL, TOBACCO AND ILLEGAL SUBSTANCES Policy. Students who make a **timely admission** to school administration regarding a 1st or 2nd violation will receive discipline/suspension under the – “with admission” categories.

Timely Admission – The student admits to the school administration within 72 hours of the presumption of the alleged violation by the student.

First Violation (with admission): (violation will be served at the athlete's highest level of participation. I.e. Student participates at both JV/Varsity level; student is exempt from all levels of participation until varsity suspension is fulfilled).

Football – 2 games Volleyball – 4 games Basketball – 4 games Track – 2 meets Golf – 2 meets Wrestling – 3 meets Speech – 2 meets Drill Team – 2 performances

Fine Arts & Other Groups - 1 event (One Act Play, Jazz Band, Student Council, Musicals)

First Violation (without admission): The student shall be suspended from participation in any school – sponsored activity from the date of discovery (determination of a violation) for twenty (20) consecutive school days.

Second Violation (with admission): The student shall be suspended from participation in any school sponsored activity from the date of discovery (determination of a violation) for ninety (90) consecutive school days.

Second Violation (without admission): The student shall be suspended from participation in any school sponsored activity from the date of discovery (determination of a violation) for one hundred eighty (180) consecutive school days.

Third Violation (with or without admission): Will result in permanent suspension from all activities for high school career.

Regulations regarding suspension from extra-curricular events: If the student is not currently involved in any extracurricular events when the violation occurs they will serve the suspension during the next performance/contest they are involved with. If an activity season ends prior to completion of the suspension, there will be a carry over to the next activity in which the student is participating. The suspension must be completed within ninety (90 consecutive school days) of discovery. If the next activity season begins within these ninety (90 days), the suspension will be completed during that season. Also, the student will be required to complete the activity in which they are participating, or the suspension served during that season will be invalid. If a student is involved in more than one extra-curricular activity at the same time, they are to miss the required amount of events or days for each activity. I.e. A student is out for jazz band and basketball, that student will sit out the required basketball games and also miss the next jazz band performance.

- Offenders of the Activity Code of Conduct will lose the opportunity to earn local awards including varsity letters in activities which he or she has been suspended.
- Any student in grades 6-12 who anytime during the calendar year: (1) violates any school rule, (2) engages in any unlawful conduct under State or Federal Law, (3) fails to display good character and citizenship, or (4) fails to follow reasonable rules or regulations adopted by the coach or activity sponsor, may be disciplined by suspension or expulsion as little as ten (10) school days up to and including expulsion from all activities for the student's high school career as determined appropriate by the superintendent or the superintendent's designee.
- The Homer Community School District has very high expectations of our students. We believe that it is a privilege to participate in our extra-curricular and co-curricular activities. If the student participant does not maintain a minimum level of academic standing, they will not be able to participate in these activities.
- All suspensions (ISS or OSS) will result in ineligibility for the next contest/performance of that activity within that season and be required to attend all practices.
- Students will be required to practice but not participate in activities until all violations are cleared by the administration. Students will not be permitted to serve their suspension by joining an activity after the start date for practice of the activity.

Other

Complaint Process for School District

The proper procedures for a parent or student to make complaints or raise concerns about school staff or the school programs or activities are set forth below. Other procedures exist to address discrimination or harassment, the bullying of students, and to challenge disciplinary actions, and such other procedures should be used to address those types of concerns.

Complaint Procedure

1. Step 1. Have a scheduled conference with the staff person involved in the complaint matter.
2. Step 2. Appeal to the Principal if the matter is not resolved at Step 1.
3. Step 3. Appeal to the Superintendent if the matter is still unresolved at Step 2.
4. Step 4. Appeal to the Board of Education if the matter is still unresolved at Step 3. Written appeal

should be made within five (5) days of the Superintendent's decision.

Conditions Applicable to All Levels of Complaint Procedure

All information to be considered at each appeal step should be placed in writing in order to be most effective. Appeal decisions shall be expedited as quickly as possible. A decision at any level should be rendered within ten (10) calendar days, unless a legal hearing is requested or required.

Insurance

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

Multicultural Policy

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

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

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

Notice to Parents of Students in Programs Receiving Title 1 Funding

Staff Qualifications

Parents may request, and the District will provide the parents of students attending any school receiving Title I funds on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

- (A) Whether the student's teacher
 - (i) Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - (ii) Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - (iii) Is teaching in the field of discipline of the certification of the teacher.
- (B) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Testing Opt-Out

Parents may request, and the District will provide the parents of students attending any school receiving Title I funds on request (and in a timely manner), information regarding any State or District policy regarding student participation in any State or District assessments, including the District's policy and procedure on the parental right to opt the child out of such assessment(s). The District shall also make

widely available through public means (including by posting in a clear and easily accessible manner on the District's website) information on each State or District assessment, including:

- (A) The subject matter assessed;
- (B) The purpose for which the assessment is designed and used;
- (C) The source of the requirement for the assessment;
- (D) The amount of time students will spend taking the assessment, and the schedule for the assessment; and
- (E) The time and format for disseminating results.

Language Instruction Programs

If the District receives Title I funds, parents of English learners will be informed regarding how the parents can:

- (A) Be involved in the education of their children; and
- (B) Be active participants in assisting their children to –
 - (i) attain English proficiency;
 - (ii) achieve at high levels within a well-rounded education; and
 - (iii) meet the challenging State academic standards expected of all students

The District will also inform parents of an English learner identified student of opportunities to participate in various school programs, as set forth in ESSA.

Please contact the administrative office to receive the foregoing information.

Student Fees

The Board of Education of Homer Community School has adopted this student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act. The District's general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution. This generally means that the Districts 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. Such student and parent contributions have included: students coming to school with the basic clothing and personal supplies to be successful in the classroom (clothing, shoes, pencils, pens, paper, notebooks, calculators, and the like), students bringing their own or paying the reasonable cost of specialized equipment or supplies for the personal preference or personal retained benefit of students (for example, band equipment, locker deposit or rental fees, shop class materials where the student keeps the product, and college tuition or fees for college credit for advanced placement courses or correspondence courses), students providing their own specialized clothing and equipment to be prepared for the extracurricular activities in which they choose to participate (sporting apparel, including shoes, undergarments, and the like), and assisting with special programs, such as field trips, summer school, school dances and plays. The Districts general policy is to continue to encourage and to require, to the extent permitted by law, 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. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics. A copy of the Board of Education Student Fees Policy

is found in the Supplement section of this publication.

Guidelines for Clothing Required for Specific Course and Activities

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

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

Personal or Consumable Items

Students have the responsibility to furnish any personal or consumable items for participation in the courses and activities provided by the District. This includes the responsibility to furnish minor personal or consumable items including, but not limited to, pencils, paper, pens, erasers, and notebooks. Equipment or supplies of a specialized nature for certain courses (for example, protractors and math calculators) may be available to students by the District, but students may also be encouraged to purchase their own such equipment or supplies for their own use after school hours or for use during the school day due to the limited number of District items available to the students. 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.

While the District will provide students with the use of facilities, equipment, materials and supplies, including books, the students are responsible for the careful and appropriate use of such property. Students and their parents or guardian will be held responsible for damages to school property 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.

Materials Required for Course Projects

Students have the responsibility to furnish or pay the reasonable cost of any materials required for course projects where, upon completion, the project becomes the property of the student. Such materials are subject to the District's fee waiver policy.

Students must furnish musical instruments for participation in optional music courses that are not extracurricular activities. Use of a musical instrument without charge is available under the District's fee waiver policy; however, the District is not required to provide for the use of a particular type of musical instrument for any student.

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 extra curricular activities or for paying a reasonable usage cost for such equipment or attire.

For music courses that are 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.

Postsecondary Education Costs

Students are responsible for postsecondary education costs. The phrase "postsecondary education costs" means tuition, books and other fees associated with obtaining credit from a postsecondary educational institution. For a course in which students receive both high school and postsecondary education credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.

Transportation Costs

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

Copies of Student Files or Record

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 students 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.

Breakfast and Lunch Programs

Students shall be responsible for items which students purchase from the District's lunch programs, above the regular breakfast and lunch. 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 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.

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age disability, sex, gender identify, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, or fax (202) 690-7442 or email at program.intake@usda.gov. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

PLEASE NOTE: As stated above, all protected bases do not apply to all programs. The first six protected bases of race, color, national origin, age, disability and sex are the six protected bases for all applicants and recipients of the Child Nutrition Programs.

Lunch Account Procedures

Parents and/or students are encouraged to check their meal account balances by logging into PowerSchool on the Homer Community School website at www.homerknights.org. Balances may also be checked by emailing the school secretary at lynnrich@homerknights.org. In order to monitor the meal account balances, the Homer Community School District has the following procedures in place.

1. No extras can be purchased unless there is a positive lunch balance in the students account.

All communication regarding low balances in lunch accounts may be directed to the main office at (402) 698-2377 ext. 102.

Nondiscrimination Statement

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

Waiver Policy

The Board of Education recognizes that while certain fees, specialized equipment or special attire are appropriate and authorized, some students and their families are not financially able to afford them in accordance with the Public Elementary and Secondary Student Fee Authorization Act. The school district will grant waivers upon request to the students of families eligible for free or reduced-priced meals under the federal Child Nutrition program.

Waivers will not be approved retroactively for fees previously paid, or specialized items, or attire purchased by students. Only those fees and items eligible for waivers as required by state statute shall be waived.

The following deadlines will apply to requests for waivers:

1. Extra-curricular Activity Participation Fees one day prior to activity
2. Extra-curricular Activity Specialized Equipment or Attire one week prior to project/activity

Parents or students eligible for waivers shall make an application on the form provided by the school district. Applications may be made at any time but must be renewed annually. Denial of a waiver may be appealed to the superintendent, but eligibility is strictly dependent upon meeting financial guidelines established by the Child Nutrition program.

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 students of the District at no cost.

Student Fees

The following extra-curricular activities require specialized equipment or specialized attire to be provided by participating students. Students qualifying for free or reduced price meals are eligible to apply for waivers under school policy.

Activity	Description
Cheerleading	Cheerleader uniform
Flag Corps	Flag Corps Uniform
Dance Team	Performance uniform
Golf	Golf clubs, bags, tees, balls
Track	Track shoes
Swing Choir	Performance uniform

Right of Privacy

Homer Community School plans to continue to routinely release to the news media, and the Web page, information regarding students attending the school. The release may include such items as the student's name, parent's name, age, chronological class placement, athletic teams (including heights and weights), music, drama/speech, honor roll, scholastic honors, photos, accolades and other similar pertinent data.

Parents who DO NOT wish to have such information disseminated involving their children are requested to send a letter to the school stating their wishes.

As a parent, you have the right to: 1.) inspect and review your child's educational record and ask for an explanation of any item in the record; 2) be informed of the types and location of records being collected or used by the school; 3.) ask for an amendment of any record you feel is inaccurate; 4.) give or withhold consent to disclose your child's records; 5.) be told to whom information has been disclosed; and 6.) to be informed before information in your child's file is destroyed. As a parent, you have the further right to consent or deny permission for your child to be evaluated and possibly placed in Special Education Programs or to have the child's current Special Education Program amended

Combined District and School Title I Parent and Family Engagement Policy

Homer Community Schools intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, Section 1116(a -f) ESSA, (Every Student Succeeds Act) of 2015.

In General

The written District parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.

- Open House
- Annual Parent Meeting
- Parent - Teacher Conferences
- At Home Reading Program
- Annual Read In
- Report Cards and test scores sent home
- School Concerts
- Knight Pride assemblies
- Translators for Parent Teacher Conferences as needed

- Parents are involved in the planning, review, evaluation, and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.

- Parent Meeting
- Title 1 Review Team

- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.

- School Improvement Survey
- Annual Title 1 Parent Survey

- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.

- School Survey
- Annual Parent Meeting
- Committee meeting
- School Improvement Process

- Parent Teacher Conferences

- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.

- Student handbook
- Parent Teacher Conferences
- Test Results discussed and sent home to parents when available
- Progress Reports
- Report Cards
- School Facebook page
- Individual classroom Facebook pages
- At Home Reading Programs

- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

- Staff trainings or breakout sessions during PD
- Utilization of Education Service Unit (ESU) trainings
- Professional Learning Communities

- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

- Jump Start Summer School Elementary
- Summer School Secondary
- Preschool Home visits
- Multi-Tiered Systems of Support Teams
- Cultural Connections Grant

Nondiscrimination in Education Programs and Activities

"The Homer Public School District does not discriminate on the basis of sex in any educational program or activity that it operates. The District is required by Title IX (20 U.S.C. § 1681) and 34 CFR Part 106 not to discriminate in such a manner. This requirement not to discriminate also applies to admission and employment. Any inquiries about the application of Title IX may be referred to the District Title IX Coordinator, to the Assistant Secretary of the Office of Civil Rights, or both."

District Title IX Coordinator:

Dan Schmitt, 212 South 3rd Street, Homer, NE, 68030, danschmitt@homerknights.org; 402-698-2377

"For information regarding the Homer Public School District procedure for complaints of sexual harassment including the complaint process, how to file a report or a complaint of sexual harassment, how to file a formal complaint of sexual harassment, and how the District will respond to such complaints see Board Policy 404.12 and 504.24 located at <https://www.homerknights.org/>

If employees do not feel that their complaints regarding Title IX., Title VI., Section 504 have met with

resolution at the local level, they can appeal their grievances to the regional Department of Education, Office for Civil Rights. This would be their final opportunity for resolution. This address needs to be readily available to parents, employees and students for their appeals.

Office for Civil Rights

8930 Ward Parkway, Suite 2037 Kansas

City, MO 64114

Phone: (816) 268-0550

Drug-Free Schools

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

Drug and Alcohol Use and Prevention.

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

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

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

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

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs.

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

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

Standards of Student Conduct Pertaining to the Unlawful Possession, Use, or Distribution of Illicit Drugs or Alcohol on School Premises or as a Part of Any of the School's Activities.

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

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

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

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

Use of Tobacco Products

The board prohibits the use, distribution, or possession of tobacco products by students in the school building or on the grounds at any time, or at any school sponsored activity or athletic event, or in a vehicle owned, leased, or contracted by the school being used for school purposes, or in a vehicle being driven for school purposes by a school employee or designee. Students who do so will be disciplined, and may be suspended or expelled and/or referred to appropriate law enforcement officials.

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

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

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

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

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

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

Authorized Use

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

Disciplinary Sanctions

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

Intervention

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

Administration

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

Safe and Drug-Free Schools-- Parental Notice

NOTICE TO PARENTS: Pursuant to the provisions of the No Child Left Behind Act, if upon receipt of information regarding the content of safe and drug free school programs and activities other than classroom instruction a parent objects to the participation of their child in such programs and activities, the parent may notify the School District of such objection in writing. Upon the receipt of such notice the student will be withdrawn from the program or activity to which parental objection has been made.

Nebraska Department of Education Complaint Procedure

The following document explains the procedures for expressing concerns in regards to those federal programs provided for under the Improving America's Schools Acts. If you have any questions regarding these procedures or any aspect of your child's education, you are encouraged to speak with your child's building principal.

Chapter 34 of the Code of Federal Regulations, Section 299.10 requires each State Education Agency (SEA) such as the Nebraska Department of Education to adopt written procedures for receiving and resolving any complaint from an organization or individual that the Department of Education or any school district, agency or consortium of agencies that receives a grant is violating a federal statute or regulation that applies to the federal programs listed below.

Which federal programs?

Improving America's Schools Act

(IASA) Title I:

Part A (Educationally Disadvantaged Children)

Part B (Even Start)

Part C (Migrant)

Part D (Neglected or Delinquent)

Title II (Eisenhower)

Title III – Subpart 2 of Part A (State and local programs for School Technology Resources)

Part A of Title IV (Safe and Drug-Free Schools and Communities)

Title IV (Innovative Education Program Strategies)

Part C of Title VII (Emergency Immigrant

Education) McKinney-Vento Homeless

Education

What is required?

Requirements of 34 CFR 299.10:

- The Department of Education develop a procedure and share that information with every agency and district receiving a federal grant. The complete description of the complaint procedure is available on the Nebraska Department of Education homepage at: <http://www.nde.state.ne.us>
- An assurance that the recipient of the federal funds will distribute notice about the complaint procedure to parents of students and appropriate private school officials and representatives. Federal programs will include an additional assurance on their grant applications.
- This notice that a complaint procedure exists can be provided in any format that reaches parents and all other required persons such as a district-wide student handbook. There should be only one notice from the district or agency – not a notice from each program.

How to submit a complaint?

A complaint submitted to the Department must include:

- 1) The name of the federal program,
- 2) The recipient of the grant (i.e., Nebraska Department of Education, school district, agency, consortium of agencies
- 3) A description of the alleged violation of statute or regulation with supporting information – facts and dates, and
- 4) The name and address and signature of the person making the complaint.

Board of Education Student Fees Policy 504.19

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 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 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 programming 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 pre-kindergarten services in accordance with state statute;
8. Summer school or night school; and

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

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

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

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

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

1. Any non-specialized clothing required for specified courses and activities;
2. Any personal or consumable items a student will be required to furnish for specified courses and activities;
3. Any materials required for course projects if the project becomes the property of the student upon completion; and
4. Any specialized equipment or specialized attire which a student will be required to provide for any extracurricular activity, including extracurricular music courses.

The superintendent shall also promulgate 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 for allowing facilities use for NSAA District events to avoid conflict with this policy;
6. Procedures for students receiving postsecondary education credits;
7. Procedures for handling of fees related to summer school or night school;
8. 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;
9. Procedures for admitting students on waiver to extracurricular activities; and
10. Procedures for transportation of student spectators to extracurricular activities and collection of any related fees.

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

Approved July 15, 2013

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 Complaint

Elementary (PK-5) Student Handbook

General Information

Schedules

Daily

8:00-3:20
K-2 Lunch - 11:00-11:30
3-5 Lunch - 12:05-12:35
K-2nd Grade Specials - 1:06-1:51
3rd-5th Grade Specials - 1:55-2:40

Early Dismissal

8:00-1:50
K-2 Lunch - 11:10-11:40
3-5 Lunch - 12:05-12:35
K-2nd Grade Specials - 10:32-11:06
3rd-5th Grade Specials - 11:10-11:44

Late Start

10:00-3:20
K-2 Lunch - 11:00-11:30
3-5 Lunch - 12:05-12:35
K-2nd Grade Specials - 1:37-2:05
3rd-5th Grade Specials - 2:09-2:40

Entering and Leaving the Building

Beginning of School: Students will enter through the main school doors. Bussing students will enter through the south doors (elementary playground doors). Students eating breakfast should not be in the school prior to 7:30 a.m. All other students should not come to school prior to 7:45 a.m. unless they are scheduled to meet with a teacher.

During the School Day: **Students are to remain on campus unless excused in accordance with school policies.** This includes remaining on campus during the lunch period. Upon return to school during the day, the students are to sign into the office.

End of School: Regular school day ends at 3:20 for PK-5 students and 3:30 for 6-12 students. All after school activities will begin when designated by the sponsor. All other students must exit the building as soon as possible. Elementary students will dismiss through the following doors: walkers - north doors; pick up - main doors; bus - south doors.

Visitors

All visitors are welcome at school. They are to enter through the front doors and report directly to the office. Visitors are required to sign in and receive a visitor's badge upon arrival. Visitors are to sign out at the office when leaving the building. For your child's safety, other doors will be locked during the school day.

Academics

Grading Scales

Kdg. – 2nd

PF	80-100	Proficient
PG	70-79	Progressing
E	69 or below	Emerging

3rd - 5th

A	90-100	Excellent
B	80-89	Good
C	70-79	Satisfactory
D	60-69	Needs Improvement
F	Below 60	

Missing Work

Academic

When parents can foresee their child's absence, they should arrange with their teacher for missing work in advance. When an absence is not foreseen, missing work can be arranged when the child returns to school, or work may be picked up after school. Two days will be given for make-up work to be completed for every day the student is absent.

Athletic Clothes (5th Grade Only)

5th grade students are required to change into athletic clothing for PE classes. Students are to bring a change of clothes on the days that they will have PE. Specials schedules are shared on the monthly calendar that is sent home with 5th grade students and shared on the Elementary monthly newsletter. This newsletter can be found on the school website under Mrs. Uhl's page, posted on the school Facebook, and shared through SchoolMessenger.

Disciplinary actions for not bringing PE clothes:

- 1st incident - PE teachers will contact families to let them know.
- 2nd incident - PE teachers will contact the elementary principal and they will contact families.
- 3rd and more incidents - the student will have a 30-minute detention and families will be responsible for transportation of their child afterwards. Incidents will be counted per quarter.

The number of incidents will restart at the beginning of each quarter.

Homework Detention Policy (3rd-5th Grade Only)

Mrs. Uhl and the 3-5 teachers will be implementing a homework detention policy. The policy is intended to reduce the amount of late work that has previously been received, as well as teach accountability and responsibility.

What: Students will attend detention when they have not turned in their work a total of **3** times within a quarter.

- First offense: Verbal warning
 - The student will complete late work during their recesses.
- Second offense: Teacher Communication
 - Your child's teacher will communicate with the parent/guardian. The student will attend a working lunch.
- Third offense: Principal Communication
 - Mrs. Uhl will call home and the student will attend a homework detention.

When: Tuesday/Thursday - 3:30-4:15

The day the student will serve their detention will be determined when Mrs. Uhl communicates home on the third offense.

Parents/guardians will also be responsible for transportation after the detention.

If a student fails to attend their scheduled detention, parent/guardian communication will take place and alternative arrangements will be discussed.

During detention, students will be expected to complete missing and late work. If they do not finish in the allotted time, they will be required to attend the next scheduled detention.

Elementary Homework Policy

Homework outside of school is used for the following purposes: enrichment, review, and reinforcement of concepts that were taught throughout the day. This may also include school work that was not completed within class. Homework should be finished neatly and in a timely manner. Homework is expected to be turned in the following morning unless this is specified by the teacher. Every student is different and we understand that every child may have different amounts of homework per night. It is the teacher's discretion whether homework will be assigned or not. The following time allotment guide is recommended for students to devote to homework each night. It is important to note, these are suggested on task times:

Kindergarten - 10 minutes
1st Grade - 10 minutes
2nd grade - 20 minutes
3rd grade - 30 minutes
4th grade - 40 minutes
5th grade - 50 minutes

Daily homework can be expected Monday through Thursday. It is teacher discretion whether or not homework will be assigned on Friday. Weekend/vacation homework may be necessary for continuation of learning. This may include daily reading assignments, long-term projects/assignments, or preparing for upcoming assessments.

Parent involvement is a vital component to a student's academic success. We highly encourage parents to read to or have their child(ren) read 20 minutes nightly. This assists with language and brain development, increases vocabulary, expands understanding of the world around them, and provides time to develop strong family bonds

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.

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.

Report Cards

Report cards are issued at the end of each quarter, or nine-week session. Grades will be based on the whole semester grade and not start over every quarter. Letter grades are used to designate a student's progress. Incompletes shall be designated by an "I". Students have two weeks after the end of the 1st semester to make up incomplete work. No incompletes will be given at the end of the second semester, as all course work must be completed by the end of the second semester.

Attendance

Preschool

Children who are four years old on or before July 31 are eligible to attend preschool. If applications exceed the program's enrollment capacity, students will be admitted into the program according to the following priority:

1. Any students required by law to participate or required to be given a preference in the program.
2. Resident students who will become eligible to attend the kindergarten grade in the following year.
3. Resident students who are not otherwise yet eligible to enroll in kindergarten.
4. Non-resident students who are not yet eligible to enroll in kindergarten.
5. Resident students who will be required to attend kindergarten in the following year.

Kindergarten Entrance Requirements

Children in the school district community will be allowed to enroll in the school district's regular education program beginning at age five. The child must be age five on or prior to July 31 to participate in the kindergarten program.

Tardiness Policy

It is important that students arrive at school on time and are in attendance every day. Students who arrive after 8:00 A.M. are considered tardy. All tardiness due to appointments (doctor, dentist, orthodontist..etc) must have official documentation from that office. Students who arrive after 8:30 will need to check in at the office. Students who are tardy five or more days within a quarter will be contacted by the administration.

Discipline Procedure for Unexcused Tardy:

The administration may take disciplinary action for chronic tardiness. This will be enforced on a case by case basis.

School Activity Attendance Policy

Student participants are expected to apply themselves academically by following these expectations:

1. Attend school regularly and show evidence of sincere effort towards scholastic achievement.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests he/she should contact the coach or sponsor in advance.
3. Attendance, for a minimum of 4 periods, the day of a contest is required to be eligible for the contest that day.
4. Arrangements in advance for extenuating circumstances, such as doctor/dentist appointments, funerals or other activities, can be made with the building Principal in writing. Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

Behavior Expectations and Student Conduct

Behavioral Expectations

The following are expectations for behavior for every elementary student. Following these actions will ensure that we have a safe and effective learning environment for all individuals.

Expectations:

- Be Safe.
- Be Respectful.
- Be Responsible.

<u>Expectation</u>	<u>Examples of behaviors:</u>
Be Safe.	<ul style="list-style-type: none">● Walking in the hallways.● Keep hands, feet, and objects to self.● Use classroom materials appropriately.● Use gym equipment appropriately.
Be Respectful.	<ul style="list-style-type: none">● Listening with your eyes and ears.● Participate and respond appropriately.● Respect other's space, materials, and privacy.● Following classroom directions/expectations.● Speaking kindly to peers, staff, and visitors.
Be Responsible.	<ul style="list-style-type: none">● Arrive at school on time and ready to learn.● Turn in homework on time and completed neatly.● Keep area and materials organized and neat.● Following directions promptly.

	Bathroom	Lunch Area	Hallway	Classroom	Bus	Playground
Be Respectful	<p>Flush the toilet.</p> <p>Keep your hands to yourself.</p> <p>Give privacy to others.</p>	<p>Use an inside voice.</p> <p>Take only what you plan to eat.</p> <p>Use your manners.</p> <p>Chew with mouth closed.</p> <p>Eat your own food. Refrain from playing with your food.</p>	<p>Use walking feet.</p> <p>Follow teacher directions. Keep voices off.</p>	<p>Be kind and treat others how you would like to be treated.</p> <p>Use an inside voice.</p> <p>Follow class rules.</p> <p>Raise your hand to speak.</p> <p>Answer when called upon.</p> <p>Keep your eyes on the speaker.</p>	<p>Follow the driver's instructions.</p> <p>Be kind to everyone.</p> <p>Be quiet at railroad tracks.</p> <p>Use an inside voice.</p>	<p>Include others.</p> <p>Play fair.</p> <p>Listen to adults' directions.</p> <p>Take turns and share equipment.</p>
Be Responsible	<p>Keep bathrooms clean.</p> <p>Go-Flush-Wash</p> <p>Paper towels go in the garbage can.</p> <p>Report any issues.</p>	<p>Clean up your area. Close your milk.</p> <p>Put silverware in the correct spot.</p>	<p>Refrain from touching the walls and artwork.</p> <p>Stay to the right side of the hallway.</p>	<p>Follow directions the first time they are given.</p> <p>Keep your area organized and tidy.</p> <p>Be ready for the lesson.</p>	<p>Keep hands, feet, and objects to yourself.</p> <p>Pick up after yourself.</p>	<p>Pick up equipment and personal belongings (coat/hat/gloves).</p> <p>Follow directions right away.</p> <p>Respect nature - leave it on the ground.</p>
Be Safe	<p>Use facilities for how they were intended.</p> <p>Keep water in the sink.</p>	<p>Stay seated in your own space.</p> <p>Use walking feet.</p>	<p>Keep hands, feet, and objects to yourself.</p> <p>Walk facing forward.</p>	<p>Keep hands and feet to yourself.</p> <p>Push in chairs after leaving your seat.</p> <p>Use materials correctly.</p> <p>Ask before leaving the room.</p>	<p>Remain seated and face forward.</p> <p>Keep feet clear of the aisles.</p>	<p>Don't run on playground equipment.</p> <p>Wear appropriate clothing for the weather.</p> <p>Quickly and quietly line up.</p> <p>Play in allowed areas.</p> <p>Keep hands and feet to yourself.</p> <p>Use equipment correctly.</p> <p>Report injuries and/or incidents to adults right away.</p>

Consequences

Failure to adhere to the behavioral expectations will result in the following possible consequences. The following are examples of consequences that can be expected for the types of incidents listed below.

Consequences:

- Loss of one recess
- Loss of five recesses
- Phone call home (student calls)
- Detention after school (parents must provide transportation)
- Parent meeting
- One day In School Suspension (ISS)
- One day Out of School Suspension (OSS)
- Five days of Out of School Suspension (OSS)
- Alternative Placement
- Expulsion

The following are examples of behaviors that constitute an “incidents”: name calling, rolling eyes, glaring (dirty looks), mocking, scowling, making fun of, laughing at, whispering about, inappropriate gestures, arguing, refusal to follow directions, provoking others, disruption of class time, pushing, shoving, “bumping into” intentionally, inappropriate physical contact of any kind, excluding others intentionally, hurtful and/or threatening notes, throwing items, cyber bullying at school, and graffiti.

Reporting of Inappropriate Behaviors: Students who experience disrespectful or bullying behavior should immediately report that behavior to the teacher in charge of the class or a teaching assistant.

Student Appearance and Dress Code

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

1. Clothing may not have obscene or suggestive language or pictures.
2. Clothing may not advocate the use of alcohol, tobacco, drugs or violence.
3. Hats are not to be worn inside the building from 8 a.m. to 3:30 p.m. during school hours but may be worn during school activities including athletic events if worn properly. Pants, shorts, and shirts should not have large rips or tears in them.
4. Clothing should cover the entire midriff, backside, and all undergarments.
5. Shorts must be an acceptable length that when a student is seated the shorts cover at least Two inches of skin on the leg.
6. No spaghetti strap style shirts.

The administration reserves the right to determine appropriate dress on a case-to case basis. 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.

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

If a student violates the dress code, he or she will have to change into appropriate attire. If the child has additional clothes at school, he or she may wear his or her clothes. If the child does not have additional clothes at school, he or she will be given clothes to wear for the remainder of the day. If a parent/guardian wants to bring the student clothes, that is at his or her discretion. Students will not be allowed to leave campus to change clothes.

Continual violations of the dress code will result in disciplinary actions under the Student Code of Conduct above. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in discipline, up to expulsion.

Field Trip Expectations

Educational field trips may be taken during the school year. Such trips will be made in school vehicles/buses with a teacher in charge. A permission slip will be sent home and must be signed by a parent/guardian in order for the student to participate. If a student does not return a permission slip and the school is unable to contact a parent/guardian by phone, the student will not be allowed to participate in the field trip.

Student behavior should reflect that which aligns with the behavioral expectations of the district. Students who fail to model expected behavior may result in consequences.

Personal Cell Phones and Electronic Devices

Elementary students will not be allowed to have their personal digital devices during the school day. These are a distraction to the learning environment and limit their interaction with their peers. Staff members have the right to turn devices into the school administrator if students are attempting to use them during the day. The administrator will contact the family and inform them of the incident. The device will be returned to the student at the end of the school day. Teachers have the discretion to allow usage of devices for educational purposes and for students to contact family if necessary (with staff member permission).

JH/HS (6-12) Student Handbook

General Information

Schedules

Daily Bell Schedule

1st Period	8:00 - 8:45
2nd Period	8:49 - 9:34
Homeroom	9:38 - 10:06
3rd Period	10:10 - 10:55
4th Period	10:59 - 11:44
5A Period	11:48 - 12:34
5B Period	12:15 - 1:01
6th Period	1:06 - 1:51
7th Period	1:55 - 2:40
8th Period	2:44 - 3:30

2:00 Early Dismissal

1st Period	8:00 - 8:34
2nd Period	8:38 - 9:12
3rd Period	9:16 - 9:50
4th Period	9:54 - 10:28
6th Period	10:32 - 11:06
7th Period	11:10 - 11:44
5A Period	11:48 - 12:34
5B Period	12:15 - 1:01
Homeroom	1:06 - 1:22
8th Period	1:26 - 2:00

10:00 Late Start

1st Period	10:00 - 10:26
2nd Period	10:30 - 10:56
Homeroom	11:00 - 11:10
3rd Period	11:14 - 11:44
5A Period	11:48 - 12:34
5B Period	12:15 - 1:01
4th Period	1:06 - 1:33
6th Period	1:37 - 2:05
7th Period	2:09 - 2:40
8th Period	2:44 - 3:30

Entering and Leaving the Building

Beginning of School: Students will enter through the main school doors. Bussing students will enter through the south doors (elementary playground doors). Students eating breakfast should not be in the school prior to 7:30 a.m. All other students should not come to school prior to 7:45 a.m. unless they are scheduled to meet with a teacher.

During the School Day: **Students are to remain on campus unless excused in accordance with school policies.** This includes remaining on campus during the lunch period. Upon return to school during the day, the students are to sign into the office.

End of School: Regular school day ends at 3:30 for 6-12 students. All after school activities will begin when designated by the sponsor. All other students must exit the building as soon as possible.

Student Registration

During the spring semester, all 8th through 11th grade students will register for classes the following school year. Each student will be given the appropriate registration form that will help him or her choose classes for the following school year. The student should make his or her very best effort to select classes that will best benefit him or her after high school.

Freshmen, sophomores, and juniors are required to take seven classes per semester.

Seniors schedules are built on a custom basis. How the student fills his or her schedule depends on graduation requirements, online college classes, or the work-based learning program.

Schedule Changes

Students needing schedule changes should notify the 6-12 guidance counselor. The student will then receive a schedule change form. Schedule changes must be signed by the teachers involved, the students' parents, and the principal. The form will then be returned to the guidance counselor.

All schedule changes must be complete within 5 days from the start of the semester (this includes weekends).

If during the semester, the student encounters unpredicted circumstances, it is by principal approval only, that the child can alter his or her schedule. The principal has the authority to decide how he or she should proceed depending on the student's circumstance.

High School Yearly Core Requirements

Freshman	<p>English 9 World Geography Earth Science Math (Algebra 1, Applied 1, Consumer Math) Physical Education</p>
Sophomore	<p>English 10 US History Biology Math (Algebra 2, Geometry, Applied 2, Applied 1) Computer Science, Web Design, Health, Speech or Personal Finance</p>
Junior	<p>English 11 or American or British Literature Chemistry, Anatomy & Physiology, Astronomy, Meteorology or Current Science US Government Math (Statistics, Trigonometry, College Algebra, Algebra 2, Geometry) Computer Science, Web Design, Health, Speech or Personal Finance</p>
Senior	<p>Technical English, English Composition 1& 2, AP Literature, American or British Literature Psychology, Sociology, Nebraska History or Criminal Justice Computer Science, Web Design, Health, Speech or Personal Finance</p>

Elective Requirements

*Electives are courses students chose to take that are not core requirements.

Social Sciences	History of Rock & Roll Psychology, Sociology Nebraska History, Criminal Justice
Fine Arts	Art 1-6, Photography Band, Chorus Introduction to Piano
Skilled and Technical Sciences	Introduction to STS Construction, Carpentry Welding 1 & 2 Small Engines, Automotive
Business and Technology	General Business Computer Science, Web Design Video Production
Foreign Language	Spanish 1 Spanish 2
Physical Health	Weight Lifting
Digital Design	Yearbook
Education	Teacher's Academy - EDU 1 & EDU 2

Study Halls

The purpose of a study hall is to allow students the opportunity to complete coursework during the school day. Study Hall is a privilege, not a right!

The following are the expectation for a study hall -

- Students will bring all materials needed to study hall

- Only one person may checkout of study hall at a time

- Students will be given a seating chart and will only be allowed to move with permission from the study hall supervisor

- A student will only be allowed to leave study hall to make up coursework with a teacher. The student must have a pass from the teacher before study hall.

A student should only register for a study hall if he or she feels they will have enough coursework to stay busy.

Online/In-Person College Courses

It is student discretion if he or she chooses to take online college classes. College classes are offered to provide opportunities outside of the regular school day. It is the responsibility of the student to take this independent learning opportunity seriously. A student should only register for online college courses if he or she can display appropriate independent study habits, proactive communication, and time management skills.

If the student takes an online course, he or she is responsible for - proactively and appropriately communicating with the instructor, completing ALL assignments on time and to the best of the student's

ability, understanding how to use the online learning format the college uses (i.e. Canvas, Blackboard).

Dual Credit Courses

Homer Community School provides students with in-person Dual Credit Courses. Dual credit means the student receives high school and college credit for the same course.

The courses are:

English: English Composition 1010
English Composition 1020
Technical English

Math: Statistics/Trigonometry
College Algebra
Technical Math

Education: EDU 1
EDU 2

Students are also given the opportunity to take dual credit courses either online or in-person. Please review the Online College Courses paragraph above for expectations and student responsibilities.

Edgenuity Learning Platform

The Edgenuity Learning Platform provides comprehensive courses that include core subjects, electives and advanced placement. Edgenuity Learning Tutorials provide personalized learning to address course pass rates and exam scores, offering intervention, remediation, and unit recovery. Edgenuity Learning courses meet high school graduation requirements.

Homer Community Schools primary purpose for the Edgenuity Learning Platform is credit recovery.

Students wishing to take an Edgenuity Learning class may visit the school counselor for more information. Scheduling students to classes with the school's designated teacher will always be the first priority of school officials. Homer High School has "seats" available for Edgenuity classes at any given time. Students who have failed a required class or have missed a required class due to transfer or other various reasons will be given first priority.

Work-Based Learning

Work-Based Learning (WBL) is one of Nebraska's Perkins V Strategic Priorities. WBL strategies connect learners with employers to prepare them for success in an ever-changing workplace. WBL is a planned program of meaningful experiences related to the career interests of learners that enable them to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. WBL is learning through work, not simply learning about work.

Work-Based Learning gives seniors the opportunity to have meaningful hands-on learning experiences before they leave high school. Students could earn up to 10 high school credits if certain requirements are met.

6th-8th Student Schedules

Student Registration

During the spring semester, all 6th through 8th grade students will register for classes the following school year. Each student will be given the appropriate registration form that will help him or her choose classes for the following school year. The student should make his or her very best effort to select classes that will best benefit him or her after high school.

Junior High Courses

Junior High students will take:

6th Grade: English Reading
 Science Social Studies
 Math PE

Students must choose to participate in either Band or Chorus, or both.
Students will take a semester each of Art and Careers.

7th/8th: English Reading
 Science Social Studies
 Math PE or Athletics
 Band or Chorus, or both

A quarter each of Art, Digital Media, Spanish and Industrial Technology.

Graduation

Graduation Requirements

Graduation from Homer Community School will be made on the recommendation of the Superintendent to the Homer Community School Board of Education, provided that the pupil has completed the requirements as established by state law and the Homer Community School Board of Education.

All required subjects for grades nine through twelve must be passed with a grade of 60% or higher to receive a high school diploma.

While it shall be the policy of the Board of Education to encourage a full and rich curriculum, the minimum graduation requirements include:

Language Arts	40 credit hours
Social Sciences	40 credit hours
Sciences	30 credit hours
Mathematics	30 credit hours
Physical Education	10 credit hours
Computer Sciences	10 credit hours
Personal Finance	5 credit hours
Health	5 credit hours
Speech	5 credit hours
Electives	75 credit hours
Total credits to graduate	250

Valedictorian and Salutatorian

The valedictorian is the graduating senior with the highest cumulative grade point average. The salutatorian is the graduating senior with the second highest cumulative grade point.

As per Homer School Board policy, the valedictorian and salutatorian MUST have successfully taken the following courses: two (3) years of Mathematics which must include Algebra 1, Algebra 2, Geometry or Advanced Math, one (1) year of Chemistry, Anatomy or Physics, and four (4) years of college-prep English.

Honors and Distinction

Graduating seniors with a cumulative grade point average (GPA) of a 3.5 or higher will graduate with honors. The student will be recognized in the commencement ceremony program with a designated symbol. A National Honor Society member will wear a medallion and a student with distinction or high distinction will wear a gold cord.

National Honor Society Member	3.5 GPA or higher
Graduating with Distinction	3.75 GPA or higher
Graduation with High Distinction	3.9 GPA or higher

Parent/Guardian Seating at Ceremony

A class meeting will be held to determine the seating arrangements for graduates' parents/guardians at the commencement ceremony. Student's names are put into a drawing to determine which seats they will receive with the exception of the valedictorian, salutatorian, and class officers who are given first choice of seating. All the reserved seats will be marked off and saved for parents/guardians.

Graduate Dress Code

Graduation is a formal occasion and the Homer Community School graduation dress code will be enforced. Students who choose not to follow the dress code will not be allowed to participate in the graduation ceremony. There are no exceptions. Contact Mr. Hightree prior to the last day for the seniors if you do not have clothing or shoes appropriate for a formal occasion.

All graduates are required to wear the cap and gown specified by Homer Community School to the graduation ceremony. Seniors will have the option to decorate his or her cap. Cap expectations and due dates will be addressed by the principal during a senior meeting.

Male Attire: All will wear a dress shirt and dress pants. No jeans or t-shirts of any kind will be allowed. Clothing with pictures or wording will not be allowed. No work boots, tennis shoes, sandals or house shoes (slippers) will be allowed.

Female Attire: All will wear a nice dress, top and skirt, or dressy pants. No jeans or t-shirts of any kind will be allowed. Clothing with pictures or wording will not be allowed. No work boots, tennis shoes or house shoes (slippers) will be allowed. Dress code exemptions can be made based on religious, cultural or disability related reasons. All changes must be approved by the principal.

Procedures for Early Graduation

Early graduation will be considered if the student completes the following steps:

- 1.** Must be on-track to graduate.
- 2.** Students must meet all graduation requirements established by the Board of Education..
- 3.** Application for early completion must be requested, in writing, to the high school principal by April 1 of the applicant's Junior year of high school. The application must be accompanied by a written plan of action stating the reasons why the student is requesting early completion. The application must contain the signatures of the applicant's parents/parent/guardian to verify parental approval of early completion.
- 4.** Along with the application, the applicant must submit two letters of recommendation supporting the student's request for early completion. These two letters of recommendation must contain one (1) letter from the high school guidance counselor and (1) letter from a secondary staff member.
- 5.** Once given approval, the applicant will have until February 1 of their Senior year to notify the high school principal of his/her decision in regards to participating in the regularly scheduled graduation ceremony. The student must attend the commencement ceremony practice in order to participate in the commencement ceremony. No early graduation ceremonies will be provided for a student who opts for the early completion route.
- 6.** The student who decided to opt for early completion is not eligible to participate in school sponsored activities following the last day he/she attends classes except for prom. The effective date for participation will end with the last day that the student is enrolled in classes. The only two school activities that the applicant is eligible for will be prom and the regularly scheduled graduation ceremony.

Academics

Grading Scales

Secondary

A	90-100	Excellent
B	80-89	Good
C	70-79	Satisfactory
D	60-69	Needs Improvement
N/C	Below 60	No Credit

Earning Credit (9-12 Grades Only)

A normal semester class load will consist of taking no more than nine courses at Homer Community School. Any student who requests taking more than nine classes will need to receive administrative approval. Also, students may have the opportunity to complete additional coursework over the summer.

Missing Work

It is the responsibility of the student to check with each teacher and arrange for making up missed assignments. Written make-up work may be assigned for each day missed regardless of the type of absence. For excused absences, two school days will be allowed to make up the work for each day missed with a maximum of ten (10) days allowed to make-up work. If requested, assignment sheets will be prepared for students who are ill. Individual teachers do have the discretion to alter the time each student is allowed to complete missing assignments and receive credit as long as it is an increase in the time allowed. No assignment sheets will be sent out until after at least three (3) days of absence. If the parents or students have concerns prior to the three (3) days, they are encouraged to contact the teacher. For unexcused absences, the student will receive a failing mark for or in each class period missed. If make-up work is not completed, students will receive no credit for the work required.

Late Work

Students are expected to complete all coursework assigned by the teacher by the given due date. If the assignment is not turned in on time, the teacher has the discretion to take a percentage off the final grade.

The teacher's late work policy will be described in their classroom syllabus.

If a student is going to be absent from class, it is important he or she fill out an 'Absent from Class Slip' (see Absent for Class Slip Policy). This will help prevent missing/late coursework.

Redoing/Retaking Coursework

Students will be able to retake/redo any assignment up to one week after the due date. After one week, the grade is final.

It is at the discretion of the teacher whether a student can redo/retake a test. This includes test corrections.

Zeroes

A zero in the gradebook is allowed when a student cheats, plagiarizes, fails an assessment, does not comply with physical education expectations, or chooses to not participate. It is the teacher's discretion whether or not the student can redo the coursework and the amount of credit the child receives.

Extra Credit

Extra Credit is an extension of what was learned in class. Extra Credit can not be random knowledge or busy work. Extra Credit may be given at the end of an assessment or assignment but has to be over content that was taught/learned during the class. If a student wants to improve his or her grade, it is highly encouraged that the student takes advantage of the redo/retake policy.

Absent From Class

If a student is going to be absent from class for a known reason (i.e. athletics, activities, vacation, routine appointments), it is the responsibility of the student to fill out an Absent from Class Slip before being gone. This allows the student and teacher to communicate prior to the absence and make a plan to complete the coursework. If the student does not get the slip signed before being absent, it is teacher discretion whether the teacher marks the coursework late and takes off 10 percent.

When a student is absent for an unexpected reason (i.e. illness, unplanned appointments, family emergency), the student needs to fill out an Absent from Class Slip when he or she returns. This allows the teacher and student to communicate and make a plan to complete the missed coursework.

ALL secondary teachers will have Absent from Class Slips in their classrooms. A student may get a slip at any time from any teacher.

If a student is missing an extensive amount of coursework from being absent, a teacher or the principal may require the student to stay for 9th Hour Wednesday School.

Friday Intervention

Our goal is to ensure that students have sufficient opportunities to recover from absences and tardies, thereby maintaining their academic progress in their courses. Another objective is to enhance academic achievement and guarantee that students successfully complete their coursework.

Friday Intervention will take place weekly from 2:00-2:30. Parents will be notified prior no later than Thursday of that week if their student (grades 6-12) is required to attend. Parents/guardians are responsible for transportation if necessary after Friday Intervention is complete.

Attendance/Tardy

Homer Community school has implemented a time-for-time tardy recovery procedure. This procedure states that all tardy time must be made up with the content teacher or other staff member that has been assigned by administration. Students are to be in their assigned classroom when the bell rings, present a pass from the office or previous teacher, or they will be classified as tardy. Parents will receive automated calls for all tardies to notify when a student is tardy to school or class. Students who do not attend assigned Friday intervention will be referred to administration and disciplinary measures will be taken.

If a student has habitual absences that are unexcused, administration has the discretion to refer the student to Friday Intervention.

Academic Failing List

Students with a grade below 60% will be directed to attend Friday Intervention sessions, where they will receive support from the appropriate staff members. This will be communicated by administration no later than noon on Thursday of the week.

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.

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.

Report Cards

Progress Reports are issued at the end of each quarter, or nine-week session. Grades will be based on the whole semester grade and not start over every quarter. Letter grades are used to designate a student's progress. Incompletes shall be designated by an "I". Students have two weeks after the end of the 1st semester to make up incomplete work. No incompletes will be given at the end of the second semester, as all course work must be completed by the end of the second semester.

Attendance

School Activity Attendance Policy

Student participants are expected to apply themselves academically by following these expectations:

1. Attend school regularly and show evidence of sincere effort towards scholastic

achievement.

2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests he/she should contact the coach or sponsor in advance.
3. Attendance, for a minimum of 4 periods, the day of a contest is required to be eligible for the contest that day.
4. Arrangements in advance for extenuating circumstances, such as doctor/dentist appointments, funerals or other activities, can be made with the building Principal in writing. Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

Behavior Expectations and Student Conduct

Behavioral Expectations

It is the expectation of the Homer Community School District that students display the conduct appropriate to contribute to a safe and effective learning environment. The District expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of the student will not be tolerated. 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.

Consequences

Failure to adhere to the behavioral expectations will result in the following possible consequences. The following are examples of consequences that can be expected for the types of incidents listed below.

Level 1 Behaviors	Behavior Examples	Possible Consequences
Failure to comply with a reasonable request	Not following classroom rules Students who consistently refuse to follow directions	Conference with student Parent Meeting Apology Discipline Contract Restitution 1-3 Days ISS Guidance Referral SRO Referral 9th Hour Wednesday Night School Counseling Referral
Insubordination	Defiance of authority Leaving room without permission Disrespect towards the teacher Inappropriate language specifically directed towards others Talking back	
Excessive Tardiness	Excessively late to school and/or class	
Unsafe Behavior	Horseplay or aggressive behavior Opening outside doors for non-staff/students	
Truancy	Leaving school without permission Unexcused Absence	
Minor Vandalism	Purposely damaging and/or destroying school or others' property	
Social Drama	Gossip Verbal altercation with other students (in person or online) Anything sexually inappropriate Inappropriate Public Displays of Affection	
Minor verbal aggression(not directed towards anyone)	Foul language	
Inappropriate use of technology	Cell phones(or other device) used in class Computer use other than what is teacher directed Accessing websites that go against internet agreement Inappropriate images or videos	
Harassment (minor or 1st offense)	Bullying/Harassment	
Cheating/Plagiarism	Submitting work that is not yours Giving or receiving answers from another student	

Level 2 Behaviors	Behavior Examples	Possible Consequences
Tobacco/Alcohol/Drug use or possession	Having any form of tobacco/alcohol/drugs in your possession including, but not limited to, on your person, in backpack, lockers, vehicles	Conference with student Parent Meeting Apology Discipline Contract Restitution Loss of Privileges (see definition below) 3-5 Days ISS 5-10 Days OSS Alternative Placement Loss of Technology Guidance Referral SRO Referral Citation/Law Enforcement Involvement Counseling Referral
Under the influence	Difficulty forming concepts or thoughts Poor concentration and/or mental confusion Slurring words Smelling like drugs Loss of bodily control/coordination	
Harassment/Bullying (In or out of school if it carries over into school)	Bullying Cattiness Harassment Student who may have some kind of sexual material and is showing others	
Theft	Stealing items that belong to the school or others	
Habitual Truancy	Leaving school without permission Missing school without an excuse	
Minor physical altercation	Violence (fighting, biting, scratching)	
Major verbal altercation	Habitual foul language Foul language that is specifically directed at a teacher or student	
Vandalism	Purposely damaging and/or destroying school or others' property	
Major disruptive behavior	Severe emotional outbursts Threats of violence Major safety concern Refusal to report to the office/leave classroom	

LOP: Loss of Privileges - students will not be allowed to participate in any privileges including, but not limited to: clubs, attendance at school functions (home or away), Prom, Homecoming, Commencement.

Level 3 Behaviors	Behavior Examples	Possible Consequences
Threats of violence (disrupts building)	Major threats Safety concern	Parent Meeting Discipline Contract Restitution Loss of Privileges (see definition below) 3-5 Days ISS 5-19 Days OSS Alternative Placement Long Term Suspension Counseling Referral SRO Referral/Citation Law Enforcement Involvement Expulsion (semester or year) Emergency exclusion
Continued drug, tobacco, alcohol, other drug use/possession	More than one incident of having any form of tobacco/alcohol/drugs in your possession/use including, but not limited to, on your person, in backpack, lockers, vehicles	
Possession of a weapon	Possession of any type of dangerous weapon including, but not limited to knives, brass knuckles, firearms	
Continued harassment	Students showing a continued pattern of harassment and/or bullying to students and/or staff	
Major vandalism	Purposely damaging and/or destroying school or others' property beyond repair (high dollar/can't be repaired)	
Continued pattern of truancy	Prolonged pattern of leaving school without permission and/or missing school without an excuse	
Physical harm to self or others	Bodily harm to self or others	
Significant behavior causing disruption to the school setting	Inappropriate images, videos or social media postings Severe emotional outburst	
Threats/Attack towards staff	Threatening language and/or assault specifically directed towards a staff member	
Repeated Offenses	Any behavior listed above	

LOP: Loss of Privileges - students will not be allowed to participate in any privileges including, but not limited to: clubs, attendance at school functions (home or away), Prom, Homecoming, Commencement.

Student Appearance and Dress Code

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

- Clothing may not have obscene or suggestive language or pictures.
- Clothing may not advocate the use of alcohol, tobacco, drugs or violence.
- Hats are not to be worn inside the building at any time, but may be worn during school activities including athletic events if worn properly.
- Pants, shorts, and shirts should not have large rips or tears in them.
- Clothing should cover the entire midriff, backside, and all undergarments.
- Shorts must be an acceptable length that when a student is seated the shorts cover at least two inches of skin on the leg.
- No spaghetti strap style shirts.

The administration reserves the right to determine appropriate dress on a case-to case basis. 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.

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

If a student violates the dress code, he or she will have to change into appropriate attire. If the child has additional clothes at school, he or she may wear his or her clothes. If the child does not have additional clothes at school, he or she will be given clothes to wear for the remainder of the day. If a parent/guardian wants to bring the student clothes, that is at his or her discretion. Students will not be allowed to leave campus to change clothes.

Continual violations of the dress code will result in disciplinary actions under the Student Code of Conduct above. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in discipline, up to expulsion.

Academic Integrity

Requirements

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

Definitions

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

1. "Cheating" means intentionally misrepresenting 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.
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:
 - Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
 - Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
 - "Contributing" to academic integrity violations means to participate in 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.

Sanctions

The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

1. Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense 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.
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 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.

Lockers

Locker use is a privilege. Lockers are the property of the school and are subject to periodic random inspection by the school officials and law enforcement officers. Each 6-12 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 is locked with a combination lock. Students may buy their own lock or check one out at the office to use for the school year. If a student buys a key lock, he or she may turn in an extra key to the office.

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.

PARENTAL INVOLVEMENT IN THE SCHOOLS

It is the policy of the district to provide full access to the parent 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 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 objective is submitted to the building principal or teacher outlining the specific experience, the basis for the objective and a proposed solution for dealing with the objection that would be satisfactory to the parent.

The request for the student to be excused will be reviewed by the building principal and a decision provided to the parents. While verbal objections and decisions are valid, written follow-up to verbal communications is required from the parent and the principal. If a student is excused for 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 of any standardized testing that may be scheduled within the school district.

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

The parent 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.

Reviewed: June 13, 2017

Legal Reference: Neb. Statute 79-530 to 533

Cross Reference: 507.01 Student Records Access; 606.03 Objection to Instructional Materials;
611.01 Student Progress Reports; 611.04 Parent Conferences;
1002 District Annual Report; 1005.01 Public Complaints

TITLE 1 PARENT AND FAMILY MEMBER ENGAGEMENT

The district commits to meeting all requirements of the No Child Left Behind Act of 2001 including Every Student Succeeds Act (ESSA) amendments as they apply to all Title 1 programs conducted within the District. For the purpose of this policy “parents and family members” means “parents and persons in a parental relation to the student.” This Policy will be distributed to all parents annually, in a language that parents can understand.



The written District parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

1. Parents and family members of all students are welcomed and encouraged to become involved with their child’s school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
2. Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
3. Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
4. Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
5. Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children’s academic achievement in a format, and when feasible, in a language the parents and family members can understand.







School District Plans, Policies, and Annual Trainings' Requirements





**Important or Highlighted - May Not Be An All-Inclusive List*

<p align="center">  Date Completed: </p>	<p><u>Behavioral Intervention Training and Teacher Support Act</u></p> <p>Neb. §§ 79-3602 & 79-3603</p> <ul style="list-style-type: none"> ● Required - Neb. §§ 79-3602 & 79-3603: <ul style="list-style-type: none"> ○ Educational Service Unit Coordinating Council (ESUCC) ensures training is available statewide with a system of support for teachers in place (2024-25 school year) ○ School districts ensure that each administrator, teacher, paraprofessional, school nurse, and counselor receives behavioral awareness training (beginning in school year 2026-27) and have behavioral awareness review training at least once every 3 years thereafter ○ On or before July 1, 2025, and on or before July 1 of each year thereafter, each school district shall submit a behavioral awareness training report to the ESUCC ● Required - Neb. §§ 79-3602 & 79-3603: <ul style="list-style-type: none"> ○ Each school district designates one or more school employees as a behavioral awareness point of contact for each school building or other division as determined by such school district (2023-24 school year) ○ Each point of contact must be trained in behavioral awareness and have knowledge of community service providers and other resources that are available for the students and families in their school district ○ Each school district lists their point of contact(s) on the district website and in any school directory for the school(s) the contact serves ● Required Training: Behavioral Awareness Training for administrators, teachers, paraprofessionals, school nurses, and counselors; Behavioral Awareness Training for the district “Point of Contact(s)” ● <i>See Mandated Times for Training section below</i> ● Resources: <ul style="list-style-type: none"> ○ Nebraska Department of Education - CSSS: Training Resources ● Reference: <ul style="list-style-type: none"> ○ Neb. §§ 79-3602 & 79-3603
<p align="center">  Date Completed: </p>	<p><u>Bullying</u></p> <p>Statute: 79-2, 137; Rule 10, Code Section 011: School Environment (011.01F)</p> <ul style="list-style-type: none"> ● Required: Policy and Comprehensive Training/Education Plan <ul style="list-style-type: none"> ○ Training and instruction of all groups (<i>certified, non-certified staff, students, parents/community, volunteers, etc.</i>) with a comprehensive training/education plan that should be updated annually ● Required Training: Introductory staff development provides awareness of bullying and can be conducted through direct presentations, meetings, role plays, video resources, literature, etc. ● References: <ul style="list-style-type: none"> ○ Rule 10, page 3 ○ Nebraska Department of Education - CSSS: Staff Development & Resources for Teachers



 Date Completed:	<p><u>Concussion Awareness</u> Concussion Awareness Act</p> <ul style="list-style-type: none"> ● Required: Protocols and Practice for <i>Removal from Play, Return to Plan, and Return-to-Learn</i> ● Required Training: All coaches, youth athletes, and their parents or guardians must be provided with education about the risks and symptoms ● Reference: <ul style="list-style-type: none"> ○ Department of Health and Human Services
 Date Completed:	<p><u>Dating Violence Prevention</u> See also: Title IX as dating violence is included in the definition of sexual harassment State Statute 79-2, 141 Rule 10, Code Section 011: School Environment (011.01G)</p> <ul style="list-style-type: none"> ● Required: Policy, Published policy in School District Handbook or similar manual or publication ● Required Training: <i>Staff that are deemed appropriate by a school district's administration</i> and shall include, but not be limited to, basic awareness of dating violence, warning signs of dating violence, and the school district's dating violence policy ● <i>See Mandated Times for Training section below</i> ● References: <ul style="list-style-type: none"> ○ Nebraska Department of Education - CSSS: Dating Violence Prevention ○ NE State Board of Education
 Date Completed:	<p><u>Driver Qualifications and Operational Procedures</u> Title 92, Chapter 91</p> <ul style="list-style-type: none"> ● Required: To be a Pupil Transportation Driver (003.02) <ul style="list-style-type: none"> ○ Eligibility (003.02A, A1, A2, A3, A4) ○ Specific Vehicle Operator's License (003.02B) ○ Initial Training Requirements for Qualification (003.02C, C1, C2, C3) ○ <i>Requirements</i> for an individual to Maintain Status (003.02D) ● Required: Employer Responsibilities (003.03) and Procedures & Safety (004 & 005) <ul style="list-style-type: none"> ○ Must include having a valid Medical Examiner's Certificate, driving records annually obtained from the Nebraska Department of Motor Vehicles, and a criminal history record that includes information from the Nebraska State Patrol for all individuals that are to be employed as pupil transportation vehicle drivers ○ Procedures & operating regulations are in place & followed (004.01-004.07M / 005.01-005.03A) ● Required Training: Employers shall annually provide a minimum of two (2) hours of inservice training for all pupil transportation vehicle drivers that, at a minimum, include emergency evacuations, loading/unloading, student management, vehicle inspections and the school's Safe Pupil Transportation Plan (003.02E) ● Reference: Title 92, Chapter 91
 Date Completed:	<p><u>School Safety and Security Plan</u> Statute: 79-2, 144; Rule 10, Code Section 011: School Environment (011.01B, C, and D)</p> <ul style="list-style-type: none"> ● Required: A Plan, a Committee, and an Annual Review and Site Visit ● Required Training: Fire Drills, Tornado Drills, Intruder Drill ● References: <ul style="list-style-type: none"> ○ Rule 10, page 3 ○ Nebraska Department of Education - Nebraska School Safety Vision



 Date Completed:	<p><u>School Safety and Security Reporting System</u> Nebraska Statute 79-2, 144</p> <ul style="list-style-type: none"> ● Required: The Nebraska Department of Education must undertake certain efforts (<i>e.g., establish a Safe2HelpNE report line statewide, track and evaluate the effectiveness and usage of the Safe2HelpNE report line, appoint state school security director, adopt and promulgate rules and regulations to carry out the School Safety and Security Reporting System Act</i>) ● Required Training: NDE must provide training for the members of any threat assessment team serving a public or nonpublic school. ● Reference: Nebraska State Statute 79-2, 144
 Date Completed:	<p><u>Seclusion and Restraints</u> Rule 10, Code Section 011: School Environment (011.01E)</p> <ul style="list-style-type: none"> ● Required: Policy ● Required Training: Identified key educators utilizing restraints
 Date Completed:	<p><u>Seizures Safe Schools Act</u> Nebraska Statutes 79-3203 & 79-3204</p> <ul style="list-style-type: none"> ● Required: The State Board of Education must adopt and promulgate rules and regulations to carry out this Act and includes training requirements for school employees, procedures for developing seizure action plans, and the content of a seizure action plan. ● Required Training: <ul style="list-style-type: none"> ○ 79-3203(1): One school employee at each school who has met the training requirements necessary to administer or assist with the self-administration of a seizure rescue medication or medication prescribed to treat seizure disorder symptoms as approved by the United States FDA. ○ 79-3204: In addition to any other professional development and collegial planning activities for certificated school employees, each certificated school employee shall participate in a minimum of one hour of self-study review of seizure disorder materials at least once in every two school years. ● Resources: Nebraska Department of Education - School Health Services ● References: <ul style="list-style-type: none"> ○ Nebraska Statutes 79-3203 & 79-3204 ○ The Nebraska Department of Education: School Health Services
 Date Completed:	<p><u>SRO Training</u> State Statute 79-2704 / LB1377</p> <ul style="list-style-type: none"> ● Required Training: (2) <i>Require a minimum of one administrator in each elementary or secondary school where a school resource officer or security guard is assigned to attend a reasonable amount of training, as determined by each school board, (change for 2024-2025 school year from minimum of twenty hours) focused on school-based law enforcement, including, but not limited to, coursework focused on school law, student rights, understanding special needs students and students with disabilities, conflict de-escalation techniques, ethics for school resource officers and security guards, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, and preventing violence in school settings.</i> ● References: <ul style="list-style-type: none"> ○ State Statute 79-2704 <ul style="list-style-type: none"> ■ Important: Memorandum of Understanding and Training Requirements ○ Nebraska Department of Education



	<ul style="list-style-type: none"> ■ Model MOU for SRO ■ Model MOU for Security Agency ○ LB1377
<p><input type="checkbox"/></p> <p>Date Completed:</p>	<p><u>State Assessments</u> Standards, Assessment, and Accountability (SAA) <i>Updated each year by NDE and located on DAC page</i></p> <ul style="list-style-type: none"> ● Required: <ul style="list-style-type: none"> ○ Identify a District Assessment Contact (DAC) each year ○ Prevent Assessment Irregularities (e.g., maintaining security of test materials, proper test preparation guidelines and administration procedures, incident reporting procedures, etc.) ○ ESSA - Alternate Assessment guidelines are followed ● Required Training: Annual training at the district and school level for all individuals involved in test administration
<p><input type="checkbox"/></p> <p>Date Completed:</p>	<p><u>Suicide Prevention</u> State Statute 79-2, 145-146</p> <ul style="list-style-type: none"> ● Required Training: <ul style="list-style-type: none"> ○ <i>“Beginning in school year 2023-24, all public school employees who interact with students and any other appropriate personnel, as determined by the school superintendent, shall receive at least one hour of behavioral and mental health training with a focus on suicide awareness and prevention training each year.</i> ○ <i>Such training may include, but need not be limited to, topics such as identification of early warning signs and symptoms of behavioral and mental health issues in students, appropriate and effective responses for educators to student behavioral and mental health issues, trauma-informed care, and procedures for making students and parents and guardians aware of services and supports for behavioral and mental health issues.</i> ○ <i>This training shall be provided within the framework of existing inservice training programs offered by the State Department of Education or as part of required professional development activities.”</i> ○ <i>See Mandated Times for Training section below</i> ● References: <ul style="list-style-type: none"> ○ CSSS: Suicide Prevention & Response ○ State Statute 79-2, 146
<p>Required Policies and Practices with “highly recommended” trainings</p>	
<p><input type="checkbox"/></p> <p>Date Completed:</p>	<p><u>Bloodborne Pathogens</u> Department of Labor: Occupational Safety and Health Administration, Standard 29 CFR 1910.1030</p> <ul style="list-style-type: none"> ● Required: Employers safeguard employees who face potential occupational exposure to blood or other potentially infectious materials ● Training: NOT Required, but recommended as a way to protect employees and reduce the risk of exposure. ● Reference: Nebraska Safety Council
<p><input type="checkbox"/></p> <p>Date Completed:</p>	<p><u>Child Abuse Reporting</u> State Statute 28-711</p>



	<ul style="list-style-type: none"> ● Required: District Policy and Procedures for Mandatory Reporting; State Law, “<i>When any school employee has reasonable cause to believe a child has been subjected to child abuse or neglect or observes such child being subjected to...</i>” ● Training: NOT Required, but recommended to train staff on this law requirement and the district’s mandatory reporting policy and procedures ● Reference: Revised State Statute 28-711
District Requirements	
<input type="checkbox"/> Date Completed:	<p><u>Dyslexia</u> Nebraska Statute § 79-11,157.01</p> <ul style="list-style-type: none"> ● Required: <ul style="list-style-type: none"> ○ Districts collect and maintain data as identified in the statute beginning in the 2023-2024 school year with guidance provided by the Nebraska Department of Education ● NOTE: This supplements the Nebraska Legislatures previous Nebraska Reading Improvement Act intended to remove barriers to students’ progress in reading ● References: <ul style="list-style-type: none"> ○ Nebraska Statute § 79-11,157.01 ○ Nebraska Department of Education - Nebraska Reads
<input type="checkbox"/> Date Completed:	<p><u>Financial Aid for Students</u> State Statute 79-729</p> <ul style="list-style-type: none"> ● Required: “<i>Beginning in school year 2024-25, each public high school student shall complete and submit to the United States Department of Education a Free Application for Federal Student Aid prior to graduating from such high school except as otherwise provided in this subsection.</i>” ● NOTE: There are exceptions in this statute (79-729(3)(i)-(iii)) ● Reference: Nebraska State Statute 79-729
<input type="checkbox"/> Date Completed:	<p><u>Financial Literacy Act</u> Nebraska Statute 79-729</p> <ul style="list-style-type: none"> ● Required: For students attending public schools – “beginning in school year 2023-24, at least five of the minimum credit hours shall be a high school course in personal finance or financial literacy.” ● Reference: Nebraska Statute 79-729
<input type="checkbox"/> Date Completed:	<p><u>Harassment and Discrimination</u> Statute: 79-2, 137; Title IX</p> <ul style="list-style-type: none"> ● Required: Policies (Nondiscrimination, Harassment, Complaint/Grievance Procedures, etc.) ● Schools are highly encouraged to post the following information on their school websites: <ol style="list-style-type: none"> 1. <i>The contact information for the school’s Title IX Coordinator; and</i> 2. <i>The school’s non-discrimination policy.</i> ● Training: Training for the Title IX Coordinator is highly recommended ● References: <ol style="list-style-type: none"> a. Nebraska Sexual Harassment Training b. NE Equal Opportunity Commission c. U.S. Department of Education Office of Civil Rights



<input type="checkbox"/> Date Completed:	<p><u>Option Enrollment</u> State Statute 79-238</p> <ul style="list-style-type: none"> ● Required: <ul style="list-style-type: none"> ○ By October 15th of each school year and for the purpose of option enrollment, school districts must adopt by resolution specific capacity standards for acceptance and ejection of applications for the following school year. ○ This is inclusive of the district having a plan, process, and individualized communication related to the “capacity for special education services operated by an option school district shall be determined on a case-by-case basis.” ○ Keep records of option enrollment applications and data to report to the Nebraska Department of Education by July 1st each year ● Reference: Nebraska State Statute 79-238
<input type="checkbox"/> Date Completed:	<p><u>Property Tax Request Joint Hearing</u> Nebraska Statutes 77-1630 through 77-1634</p> <ul style="list-style-type: none"> ● Districts need to prepare for and review the joint public hearing and the budget and tax request process and timelines. ● If the district participates in the hearing, <i>at least one elected official (board member) from each participating political subdivision shall attend the joint public hearing</i> ● Districts need to sufficiently plan to ensure that they meet the new law’s very specific and condensed time frame. ● Of note: <ul style="list-style-type: none"> ○ There is a tab on the auditor’s budget document to calculate the allowable growth percentage and related requirements. ○ A school district will only have <u>one</u> certified allowable growth percentage to represent total growth across all counties. Districts that land in multiple counties will need to make sure that they take this into consideration. ● Districts are strongly encouraged to work with their counties over the summer to plan for this joint hearing to avoid any last-minute confusion or delays. ● Reference: Nebraska State Statutes 77-1630, et seq
<input type="checkbox"/> Date Completed:	<p><u>School Board Policies</u></p> <ul style="list-style-type: none"> ● Check with your school attorney for Annual vs. Time Frame (i.e., “every 3 years”) reviews
<input type="checkbox"/> Date Completed:	<p><u>State Reporting Requirements</u> ADVISER, Consolidated Data Collection, Grants Management, etc.</p> <ul style="list-style-type: none"> ● Contact NDE for guidance, utilize NDE Weekly Digest/NDE Bulletin for timelines and reporting updates
<input type="checkbox"/> Date Completed:	<p><u>Student Discipline Act Updates</u> State Statute 79-256</p> <ul style="list-style-type: none"> ● Required: School Board Policies and Student Handbook(s) reflective of the changes in: <ul style="list-style-type: none"> ○ suspensions, expulsions, mandatory reassignments, access to education and completing school work, and reporting and process requirements (timelines and communication) ● Reference: Nebraska’s Student Discipline Act



<input type="checkbox"/> Date Completed:	<p><u>Suspensions for PreKindergarten - 2nd Grade Student</u></p> <p>Nebraska Statute 79-265.01</p> <ul style="list-style-type: none"> ● Required: <ul style="list-style-type: none"> ○ Policy stating <i>“an elementary school shall not suspend a student in pre-kindergarten through second grade. Each school district shall develop a policy to implement this section which shall include disciplinary measures inside the school as an alternative to suspension.”</i> ○ NOTE: <i>“An elementary school may suspend a student in pre-kindergarten through second grade if such student brings a deadly weapon 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 his or her designee, or at a school-sponsored activity or athletic event.”</i> ● Reference: Nebraska State Statute 79-265.01
<input type="checkbox"/> Date Completed:	<p><u>Youth Organizations</u></p> <p>Nebraska Statute 79-297</p> <ul style="list-style-type: none"> ● Required: Each school district shall, upon request, allow a representative of any youth organization to provide (i) oral or written information to the students of such school district regarding the youth organization and how such youth organization furthers the educational interests and civic involvement of students in a manner consistent with good citizenship and (ii) services and activities to any student of such school district who is a member of such youth organization. ● NOTE: Groups are limited to those youth organizations with a corporation chartered by Congress and listed in 36 U.S.C. Subtitle II, Part B, as of January 1, 2023. ● Reference: Nebraska Statute 79-297
<p>Legislation Impacting Future Requirements</p>	
<input type="checkbox"/> Date Completed:	<p><u>Behavioral Intervention and Management</u></p> <p>Nebraska Statute 79-262.01</p> <ul style="list-style-type: none"> ● Required: Policy <ul style="list-style-type: none"> ○ <i>“On or before July 1, 2025, the State Department of Education shall develop and adopt a model policy relating to behavioral intervention, behavioral management, classroom management, and removal of a student from a classroom in school. The model policy shall include appropriate training for school employees on behavioral intervention, behavioral management, classroom management, and removal of a student from a classroom in schools and how frequently such training shall be required. The length of such training shall be a reasonable amount as determined by each school board.</i> ○ <i>“On or before August 1, 2025, each school district shall develop and adopt a policy consistent with or comparable to the model policy developed by the State Department of Education pursuant to subsection of this section, which shall be a requirement for accreditation in accordance with section 79-703. Such policy shall be filed with the Commissioner of Education. The policy developed and adopted by a school district pursuant to this subsection shall be included with any notifications required under the Student Discipline Act.”</i> ○ <i>“Beginning in school year 2026-27, each school district shall ensure that any school employee who has behavioral management responsibilities participates in behavioral awareness and intervention training consistent with the school district policy developed</i>



	<p style="text-align: center;"><i>and adopted in accordance with subsection (2) of this section. Such training shall be provided by the school district or such school district's educational service unit. The length of such training shall be a reasonable amount as determined by the school board.</i></p> <ul style="list-style-type: none"> Reference: Nebraska State Statute 79-262.01
<input type="checkbox"/> Date Completed:	<p><u>Computer Science and Technology Education Act</u> State Statute 79-729</p> <ul style="list-style-type: none"> Required: For students attending public schools – “Beginning in school year 2027-28 at least five of the minimum credit hours shall include computer science and technology education as required under section 79-3304.” Reference: Nebraska State Statute 79-729
<input type="checkbox"/> Date Completed:	<p><u>Dress Codes for Students</u> 79-2,158</p> <ul style="list-style-type: none"> Required: “On or before July 1, 2025, the school board of each school district shall adopt a written dress code and grooming policy to be implemented at the start of the 2025-26 school year that is consistent with the model policy developed by the State Department of Education in accordance with 79-2,158 of this act and may include any other procedures and provisions the school board deems appropriate.” Reference: Nebraska State Statute 79-2.158
<input type="checkbox"/> Date Completed:	<p><u>Grade Retention</u> Grade Retention LB71</p> <ul style="list-style-type: none"> Required: A parent may require their student repeat a grade if the student meets one of the identified reasons. For kindergarten through fourth grade students, a parent may retain their student for (i) academic needs, (ii) illness, or (iii) excessive absenteeism. For students in fifth through twelfth grade, a parent may retain their student for excessive absenteeism. Reference: LB 71, Section 11
<input type="checkbox"/> Date Completed:	<p><u>Firearm at School</u> 28-1204.04</p> <ul style="list-style-type: none"> Does not apply to a public elementary or secondary school in a Class III, IV, or V school district. Required: <i>Written policy shall, at a minimum, include requirements for personal qualifications, training, appropriate firearms and ammunition, and appropriate use of force.</i> Reference: 28-1204.04
<input type="checkbox"/> Date Completed:	<p><u>Lobbying and Membership Fees</u> LB 304</p> <p>Required:</p> <ul style="list-style-type: none"> “Each political subdivision shall publicly disclose the following on its website: (a) Membership dues paid annually to any association or organization, identifying each such association or organization and the dues amounts paid; and (b) Fees paid to any individual lobbyist or lobbying firm other than any fees paid for lobbying services that may be included in the membership dues described in subdivision (2)(a) of this section.” Reference: LB 304, Section 2



Mandated Times for Training

LB 1377

- **Required:** This provision provides flexibility related to previously set time requirements for various education-related statutes (noted below) through the phrase, “The length of such training shall be a reasonable amount as determined by each school board.” In many cases, the statutes prescribe one hour or a specific time requirement. This new training provision has school boards determine a reasonable amount of time(s) applying to the following:
 - Training for school employees on behavioral intervention, behavioral management, classroom management, and removal of a student from a classroom in schools (§ 79262.01);
 - Dating violence training (§ 79-2,141)
 - Mental health training with a focus on suicide awareness and prevention training (§ 792,146)
 - Training for the members to conduct threat assessments, engage in crisis intervention, increase awareness of concerning behavior among school staff, students, and the public, and interrupt violence in the planning stage to thwart potential harm to persons and property (§ 79-3105)
 - Beginning in school year 2026-27, training to ensure that each administrator, teacher, paraprofessional, school nurse, and counselor receives behavioral awareness training (§ 79-3602)
 - Behavioral awareness point of contact training, including knowledge of community service providers and other resources available for the students and families in the school district (§ 79-3603)
- Reference: [LB 1377, Sections 21-24, 87, 93-94](#)



Date
Completed:



RESOLUTION APPROVING STAFF TRAININGS

WHEREAS, the School District is required by various state and federal laws to train staff on numerous topics; and,

WHEREAS, during the 2024 legislative session, the Legislature enacted LB 1329; and,

WHEREAS, LB 1329 defers to each Board of Education to determine the reasonable length of time for certain staff training requirements; and

WHEREAS, to ensure that the District’s planned training requirements for the 2024-2025 school year comply with LB 1329’s requirements, and to ensure the Board of Education is aware of and approves of other required staff trainings during the 2024-2025 school year, the Board of Education adopts this Resolution to find and determine that the following training requirements are reasonable in scope and length.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby determines as follows:

1. The following trainings are reasonable in both length and scope and the Superintendent or designee shall identify the District staff who shall be trained as follows:

Subject	Required by	Source of Training	Approximate Length of Training
Behavioral Awareness	Neb. Rev. Stat. § 79-3603	Vector De-escalation Strategies and Disruptive Student Behavior	22 min
			36 min
Dating Violence Prevention	Neb. Rev. Stat. § 79-2,141	Vector	34 min
Suicide Prevention	Neb. Rev. Stat. § 79-2,146	Vector Youth Suicide: Awareness Prevention and Postvention	60 min
Concussion Awareness	Neb. Rev. Stat. § 71-9104	Vector	18 min
Fire Drills	Neb. Rev. Stat. § 81-527; (https://sfm.nebraska.gov/fire-prevention/school-fire-drills)	Self	Monthly 10-15 min
Tornado Drills	Neb. Rev. Stat. § 2,144(8)	Self	2x a year
Intruder Drills	Neb. Rev. Stat. § 79-2,144(5); NDE Rule 10.011.01B	Self	2x a year
Anti-Bullying	Neb. Rev. Stat.	Vector	60 min

	§ 79-2,137; NDE Rule 10.011.01F; NDE Guidance (https://www.education.ne.gov/safety/staff-development-and-resources-for-teachers/)	Bullying Recognition and Response	
Pupil Transportation Drivers	NDE Rule 91.003.02	First Student	2x a year
Anti-Harassment and Discrimination Requirements for Designated Title IX Positions	Title IX, 20 U.S. Code § 1681	Vector Admin (only)	51 min 45 min
Safe Seizure Schools	Neb. Rev. Stat. § 79-3204	Vector Seizure First Aid	21 min
School Resource Officers and Building Administrators	Neb. Rev. Stat. § 79-2704	Self	Ongoing
District Assessment Contact - State Assessments	NDE Guidance (https://www.education.ne.gov/assessment/district-assessment-contact-dac/#1661275806368-95d87496-3109)	Self	Ongoing
Back Injury and Lifting	District Requirement	Vector Back Injury and Lifting	21 min
Bloodborne Pathogens	Department of Labor	Vector Bloodborne Pathogen Exposure	22 min
Asthma Awareness	District Requirement	Vector Asthma Awareness	16 min

2. The Superintendent or designee is authorized to implement additional training requirements for staff if the Superintendent or designee determines that additional training would be in the best interest of the District and/or is otherwise required by law.

3. The Superintendent or designee is further authorized to deviate from the source of these training requirements if any unexpected circumstances arise and the Superintendent or designee determines that it is in the best interests of the District to require a different training(s).

4. All District staff who are directed to attend or participate in any training requirement(s) must complete such training(s) in good faith and in accordance with this Resolution and the directives of the Superintendent or designee.

This Resolution shall continue until or unless modified by a vote of the majority of a quorum of the Board of Education.

DATED this 14th day of August, 2024.

HOMER COMMUNITY SCHOOL

BY: _____
President

ATTEST:

Secretary

RESOLUTION

WHEREAS, the Nebraska Legislature enacted several measures this past legislative session, including LB 243, to adjust public school district revenue and finances; and,

WHEREAS, LB 243 generally limits a public school district’s property tax request authority, subject to limited exceptions; and

WHEREAS, LB 243 includes an exception to generally allow a school district to otherwise exceed the default property tax request authority if at least seventy percent of the Board of Education votes in favor of the increased request; and

WHEREAS, a Board of Education of a school district with an average daily membership of no more than 471 students may increase its tax request by an additional seven percent above the base growth percentage; and

WHEREAS, the Homer Community School District’s average daily membership is less than 471 students; and

WHEREAS, due to rising enrollment, student and staffing needs, and the need to maintain its budgetary obligations, the Board of Education of Homer Public Schools, (the “School District”) hereby desires to increase its base growth percentage by an additional seven percent or other maximum amount as permitted by law; and;

WHEREAS, public notice of this possible increase was published in a legal newspaper of general circulation in the School District at least one week prior to this Board meeting.

NOW, THEREFORE, BE IT RESOLVED that, pursuant to Section 5 of 2023 Neb. Laws 243, at least seventy percent of the Board of Education of the School District affirmatively votes to increase to the School District’s overall property tax request **authority** by an additional seven percent above the base growth percentage, or other maximum amount as permitted by law. The Superintendent or designee is hereby authorized and directed to take any action consistent with this Resolution to ensure that the School District’s overall property tax request complies with this Resolution.

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

The following members voted against the same:

The following members were absent or not voting:

The above Resolution having been consented to by at least seventy percent of the Members of the Board of Education, it was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska Open Meetings law.

DATED this 14th day of August, 2024.

HOMER PUBLIC SCHOOLS

BY: _____
President

ATTEST:

Secretary



2024-2025 Handbook for Certificated Staff

Homer Community School District

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Introduction

Intent of Handbook

This handbook is intended to be used by teachers and other certificated staff to provide general information about Homer Community School District and to serve as a guide in carrying out the school board policies and administrative rules and regulations, benefits of employment and performance expectations. The information found in this handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that deal with employment, including employment contracts, the negotiated agreement between the Homer Community School District and the Homer Education Association and the policies and regulations of the Board of Education. It does not create a "contract" of employment.

Administrators will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should circumstances arise that is not specifically covered in this handbook, administrators will make a decision based upon applicable school district policies, state and federal statutes and regulations, the negotiated agreement, and the best interests of the District.

NONDISCRIMINATION IN EDUCATION PROGRAMS AND ACTIVITIES

"The Homer Public School District does not discriminate on the basis of sex in any educational program or activity that it operates. The District is required by Title IX (20 U.S.C. § 1681) and 34 CFR Part 106 not to discriminate in such a manner. This requirement not to discriminate also applies to admission and employment. Any inquiries about the application of Title IX may be referred to the District Title IX Coordinator, to the Assistant Secretary of the Office of Civil Rights, or both. "

District Title IX Coordinator:

Dan Schmitt, 212 South 3rd Street, Homer, NE, 68030, danschmitt@homerknights.org; 402-698-2377

"For information regarding the Homer Public School District procedure for complaints of sexual harassment including the complaint process, how to file a report or a complaint of sexual harassment, how to file a formal complaint of sexual harassment, and how the District will respond to such complaints see Board Policy 404.12 and 504.24 located at <https://www.homerknights.org/>

If employees do not feel that their complaints regarding Title IX., Title VI., Section 504 have met with resolution at the local level, they can appeal their grievances to the regional Department of Education, Office for Civil Rights. This would be their final opportunity for resolution. This address needs to be readily available to parents, employees and students for their appeals.

Office for Civil Rights
8930 Ward Parkway, Suite 2037
Kansas City, MO 64114
Phone: (816) 268-0550
Fax: 816-268-0550
TDD: 800-437-0833

Mission Statement

The Homer Community School District provides a safe, supportive environment in which all students will develop the skills, knowledge, and integrity essential for a successful future. This includes educating students to:

- read with understanding,
- communicate clearly,
- solve problems effectively,
- think critically, and
- act responsibly.

Motto

“Committed to excellence, inspiring greatness, exceeding expectations”

Vision Statement

Homer Community School District will be the educational leader, empowering all students to achieve excellence.

School Improvement Goals

K-12 students will improve achievement in reading comprehension.

K-12 students will improve achievement in mathematics.

K-12 students will learn appropriate positive behaviors for school as well as life-long behavior skills.

District Organization and Contact Information

Board Organization

The Board of Education consists of six elected members, each of whom is elected for a four-year term. Three members are elected at each school election, which is held every two years on the even-numbered year. The Board of Education is responsible for establishing the policies for which the school system operates. The members of the Board of Education continually provide strong leadership and support for the programs and practices necessary to ensure a quality education for all students.

Contact Information

Board of Education Members

Name	Contact Information
Mr. Byron Hall	byronhall@homerknights.org
Mr. Tyler Kirkholm	tylerkirkholm@homerknights.org
Dr. Kristina Nelsen, PhD	kristinanelsen@homerknights.org
Mr. Aaron Reis	aaronreis@homerknights.org
Mr. Paul Tighe	paultighe@homerknights.org
Mr. Ryan Harris	ryanharris@homerknights.org

Administration, Faculty & Staff

Assignment	Name	School Ext.	email
Superintendent	Dr. Joey Lefdal	104	joeylefdal@homerknights.org
Secondary Principal	Tom Coviello	103	tomcoviello@homerknights.org
Elementary Principal	Abbie Uhl	108	abbieuhl@homerknights.org
Elementary Resource	Triece Krause	115	triecekrause@homerknights.org
Secondary Resource	Kealy Ensminger	138	kealyensminger@homerknights.org
Secondary Resource	Peggy TerWee	149	peggyterwee@homerknights.org
Title I	Lark Rich	116	larkrich@homerknights.org
Preschool	Makayla Murphy	124	makaylamurphy@homerknights.org
Preschool	Kaydee Heaton	123	kaydeedunker@homerknights.org
Kindergarten	Katie Scott	111	katiescott@homerknights.org
Kindergarten	Brittini Olson	122	brittiniolson@homerknights.org
First Grade	Brenda Boelter	112	brendaboelter@homerknights.org
First Grade	Kayla Dorcey	113	kayladorcey@homerknights.org
Second Grade	Angela Ford	121	angelafor@homerknights.org
Second Grade	Kari Morgan	125	karimorgan@homerknights.org
Third Grade	Katie Curry	119	katiecurry@homerknights.org
Third Grade	Trey Hermelbracht	127	treyhermelbracht@homerknights.org
Fourth Grade	Kassara Jump	118	kassarajump@homerknights.org
Fourth Grade	Keely Sanchez	126	keelysanchez@homerknights.org
Fifth Grade	Nicholle Olson	120	nicholleolson@homerknights.org
Fifth Grade	Aspen Bennier	117	aspenbennier@homerknights.org
Guidance 6-12	Jeff Horner	107	jeffhorner@homerknights.org
Guidance PK-5	Veronica Schmidt	179	veronicaschmidt@homerknights.org
Library / Media	Stacie Johnson	130	staciejohnson@homerknights.org
5-12 Inst. Music	Paige Moos	146	paigemoos@homerknights.org
K-12 Vocal Music	Bridget Anderson	145	bridgettighe@homerknights.org
K-12 Art	Casey Tremayne	147	caseytremayne@homerknights.org
7-12 Spanish	Alisha McPartland	136	alishamcpartland@homerknights.org
P.E. & Health K-12	Josh Watchorn	161	joshwatchorn@homerknights.org
P.E.	Shawn Spurrell	164	shawnsprell@homerknights.org
Business/Computers	Aaron Sasges	135	aaronsasges@homerknights.org
Ind. Arts	Austin Lambert	148	austinlambert@homerknights.org
English	Stacy Delperdang	137	stacydelperdang@homerknights.org
English/Athletic Director	Dan Schmitt	134	danschmitt@homerknights.org
English	Carrie Vanschoiack	150	carrievanschoiack@homerknights.org
Mathematics	Brian Ferris	132	brianferris@homerknights.org

Mathematics	Nicole Launsby	133	nicolelaunsby@homerknights.org
Science	David Dziurawiec	141	daviddziurawiec@homerknights.org
Science	Jill Huisenga	131	jillhuisenga@homerknights.org
Social Studies	Bret Hightree	144	brethightree@homerknights.org
Social Studies	Trevin Launsby	139	trevinlaunsby@homerknights.org
Social Studies/Math	Pat Wright	143	patwright@homerknights.org
Social Studies	Spencer Koehn	177	spencerkoehn@homerknights.org
Alternative Education	Kris Noreen	171	krisnoreen@homerknights.org
Psychologist	Billie Hightree Sitzmann	140	biliehightreesitzmann@homerknights.org
Speech Pathologist	Nikki Johnson	166	nikkijohnson@homerknights.org
Nurse	Alex DeBell	106	homernurse@homerknights.org
Paraeducator	Michaela Carlin	172	michaelacarlin@homerknights.org
Paraeducator	Kayla Eriksen	123	kaylaeriksen@homerknights.org
Paraeducator	Sara Leinart	172	saraleinart@homerknights.org
Paraeducator	Kelli Olson	149	kelliolson@homerknights.org
Paraeducator	Lacey Oldenburg	111	laceyoldenburg@homerknights.org
Paraeducator	Alisha Rohde	175	alisharohde@homerknights.org
Paraeducator	Juli Tighe	172	julitighe@homerknights.org
Paraeducator	Mary Lynn Thacker	122	marythacker@homerknights.org
Paraeducator	Sandy Tremayne	124	sandytremayne@homerknights.org
Paraeducator	Morgan Johnson	138	morganjohnson@homerknights.org
Paraeducator	Alivia Hurni	115	aliviahurni@homerknights.org
Business Manager	Amy Brand	110	amybrand@homerknights.org
LAN Mgr. / Tech Coordinator	Jeff Reed	114	jeffreed@homerknights.org
District Secretary	Lynn Jansen	101	lynnjansen@homerknights.org
School Secretary	Hollie Waldee	102	holliewaldee@homerknights.org
Head Custodian / Maintenance	Bill McPherran	162	billmcperran@homerknights.org
Custodian / Maintenance	Ruby Lowell	162	rubylowell@homerknights.org
Custodian	Joel Walker	162	joelwalker@homerknights.org
Custodian	Mindi Jump	162	mindijump@homerknights.org

Extra-Curricular Activity Sponsors

Assignment	Name	School Ext.	email
Athletic Director	Dan Schmitt	134	danschmitt@homerknights.org
Head Football	Shawn Spurrell	164	shawnsurrell@homerknights.org
Assistant Football	Bret Hightree	144	brethightree@homerknights.org
Assistant Football	Josh Watchorn	161	joshwatchorn@homerknights.org
JH Football	Dan Caskey		
Cross Country	Aaron Sasges	135	aaronsasges@homerknights.org
Asst. Cross Country	Adrienne Harris		adrienneharris@homerknights.org
JH Cross Country	Spencer Koehn	177	spencerkoehn@homerknights.org
Head Volleyball	Makayla Murphy	130	makaylamurphy@homerknights.org
Assistant Volleyball	Brittni Olson	122	brittniolson@homerknights.org
P/T Assistant Volleyball	Carrie Vanschoiack	150	carrievanschoiack@homerknights.org
JH Volleyball	Kealy Ensminger	138	kealyensminger@homerknights.org
Head Boys Basketball	Aaron Sasges	135	aaronsasges@homerknights.org
Assistant Boys Basketball	Ty Vanschoiack		
Assistant Boys Basketball	Adam Uhl		
JH Boys Basketball	Spencer Koehn	177	spencerkoehn@homerknights.org
Head Girls Basketball	Merlyn Tremayne		merlyntremayne@homerknights.org
Asst Girls Basketball	Paul Tighe		paultighe@homerknights.org
Asst Girls Basketball	Adrienne Harris		adrienneharris@homerknights.org
JH Girls Basketball	Kealy Ensminger	138	kealyensminger@homerknights.org
Head Track	Triece Krause	115	triecekrause@homerknights.org
Assistant Track	Shawn Spurrell	164	shawnsurrell@homerknights.org
Assistant Track	Josh Watchorn	161	joshwatchorn@homerknights.org
Assistant Track	Aaron Sasges	135	aaronsasges@homerknights.org
Head JH Track	Dan Schmitt	134	danschmitt@homerknights.org
Assistant JH Track	Spencer Koehn	177	spencerkoehn@homerknights.org
JH Assistant Track	Alyssa Petersen		
JH Assistant Track	Dan Caskey		
Track Meet Coordinator	Dan Schmitt	134	danschmitt@homerknights.org
Head Golf	Brian Barto		
Assistant Golf	Kim Rewinkle		
Boys Wrestling	Josh Watchorn	161	joshwatchorn@homerknights.org
Boys Assistant Wrestling	Josh Curry		
Girls Wrestling	Alyssa Petersen		
Girls Assistant Wrestling	Dustin Barclay		
Cheerleading	Cassie Spurrell		cheercoach@homerknights.org
Assistant Cheer	Larissa Cain		
Dance	Stacy Delperdang	137	stacydelperdang@homerknights.org
One Act and Speech	Ashley Ziska		ashleyziska@gmail.com
Asst. One Act/Speech	Alisha McPartland	136	alishamcpartland@homerknights.org
Asst. One Act/Speech	Trevin Launsby	139	trevinlaunsby@homerknights.org

Board-Classroom Certificated Employee Relationship

The Board of Education is the school system's policy-making body. The Board of Education administers policy for the schools through the Superintendent of Schools, who is the chief executive officer of the Board.

The Board of Education and certificated employees should operate as a team with mutual respect for each other. School Board members may visit classrooms to see how students are taught and classroom certificated employees should visit Board meetings to see how policies are developed.

The certificated employee should understand that no members or committee of the Board of Education has the power to act for the Board or to imply any action on the part of the Board without specific approval by the Board of Education.

The certificated employee should make an effort to acquire a clear understanding of school policy as set forth by the Board of Education and be ready to offer assistance and counsel to the school administration in the formulation of policy in those areas in which the certificated employee has expertise.

Administration-Certificated Employee Relationship

The Board of Education appoints a Superintendent of Schools as its chief administrative officer. He or she has charge or control of all schools, subject to orders, rules, and regulations of the Board. In this capacity, the Superintendent becomes the professional leader of the staff.

The superintendent delegates to various staff members responsibility for organizing and administering various divisions and responsibilities. The principals of the school are responsible for the activities and educational program in a particular school. The certificated employee is directly responsible to the principal for all the activities carried on within or for the Homer Community School District. In addition, it is expected that the certificated employee and the administration will maintain a positive, professional relationship.

Teacher-Student Relationship

Staff Conduct with Students

The Board expects all staff members, including teachers, coaches, counselors, administrators, paraprofessionals, and others to maintain the highest professional, moral, and ethical standards in their conduct with students. Teachers and other school personnel are considered role models that set examples for students to follow. For the purposes of this regulation, staff members also include school volunteers.

The interactions and relationships between staff members and students should be based upon mutual respect and trust; an understanding of the appropriate boundaries between adults and students in and outside of the educational setting; and consistency with the educational mission of the schools. Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unaware whether particular conduct may constitute a violation of the board policy or this

regulation. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action or termination.

Professional Boundaries:

All employees (both certificated and classified) are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action. The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

1. Using e-mail, text messaging, instant messaging or social networking sites to contact a student or initiate discussion with an individual student. There may be legitimate exceptions. These must be approved by your immediate supervisor.
2. Engaging in social-networking friendships with a student on MySpace, Facebook, Twitter or other social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children.
3. Engaging in sexual activity, a romantic relationship, or dating a student or a former student within two years of the student graduating or otherwise leaving the District.
4. Making any sexual advance - verbal, written, or physical - towards a student.
5. Showing sexually inappropriate materials or objects to a student.
6. Discussing with a student sexual topics that are not related to a specific curriculum.
7. Telling sexual jokes to a student.
8. Invading a student's physical privacy (e.g., walking in on the student in a restroom).
9. Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
10. Being overly "touchy" with a specific student.
11. Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
12. Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
13. Giving a student a ride in the employee's personal vehicle without the express permission of the student's parent or school administrator unless another adult is in the vehicle.
14. Taking a student on an outing without obtaining prior express permission of the student's parent or a school administrator.
15. Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
16. Going to the student's home when the student's parent or a proper chaperone is not present.
17. Giving gifts of a personal nature to a specific student.
18. Providing a specific student or students with special treatment in grading or educational opportunities in order to cultivate a special relationship not maintained with other students.
19. Having overly intimate discussions of a personal nature including making intimate comments to students such as "I love you," etc.

Appropriate exceptions are permitted to the foregoing for legitimate health or education purposes and for reasons of familial relationships between employees and their children who are students in the District.

Students and/or their parents/guardians are strongly encouraged to notify the principal if they believe a teacher or other staff member may be engaging in conduct that violates these requirements. Staff members are required to promptly notify the principal or superintendent if they become aware of a situation that may constitute a violation of these requirements. Staff violations of these requirements may result in disciplinary action up to and including dismissal. Violations involving sexual or other forms of abuse will also result in referral to the Department of Health and Human Services and/or law enforcement in accordance with the Board's policy on child abuse reporting.

School Calendar and Schedules

Elementary 8:00 – 3:20

Junior/Senior High Class Schedule

First Period:	8:00 – 8:45	Fifth Period A:	11:48 – 12:34
Second Period:	8:49 – 9:34	Fifth Period B:	12:15 – 1:01
Homeroom:	9:38 – 10:06	Sixth Period:	1:06 – 1:51
Third Period:	10:10 – 10:55	Seventh Period:	1:55 – 2:40
Fourth Period:	10:59 – 11:44	Eighth Period:	2:44 - 3:30

Inclement Weather and School Cancellation

Decisions to delay, close or cancel school are always made with student and staff safety as the primary factor and student learning second. Whenever possible, decisions to cancel school will be made the preceding evening. If inclement weather is anticipated, the district will utilize a two hour late start to give additional time to evaluate the weather and road conditions. When the weather deteriorates overnight, it is administration's goal to notify teachers, support staff, Alert 4 (KTIV) and SnowCap before 6:00am. The automated phone system will be used to provide a message via phone for timely notification of any schedule change. Email and text alerts are also available from Alert 4 (www.ktiv.com/alerts).

There may be times when weather conditions deteriorate during the school day and an early dismissal is necessary. As much advance notice as possible will be given. Teachers and support staff will be notified via email if this becomes necessary. Teachers will be responsible for remaining with students until all students have safely left school or the administration has made arrangements for the remaining students. Early dismissal or cancellation of school for the entire day will require the CANCELLATION OF ALL EVENING ACTIVITIES. This includes all practices, performances, and games.

Parents may decide to keep their children home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. Absences due to inclement weather should 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 (except during a tornado warning) at any time during the school day.

Make-Up Days

In the event teachers are not required to report for duty due to inclement weather conditions or other circumstance whereby a duty is canceled, such days shall not be credited as a contract day served. Make-up days may be scheduled by the administration during the contract year as needed to allow all teaching

staff to serve the full number of contract days or a lesser number as determined by the Board of Education.

Meeting and Activities Calendar

Annually, a calendar reflecting regularly scheduled meetings and events is prepared and located in Google Docs. Contact the office for access.

Duty Schedules

Duties for certificated and non-certificated staff are assigned by administrators and may be changed as needs arise.

Homer Community School
2024-2025 Calendar

August						
Su	Mo	Tu	W	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						

8 New Teacher Orientation
19 Open House
15, 16, 19, 20 Prof. Devel
21 First Day of School

September						
Su	Mo	Tu	W	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					

2 Labor Day
25-26 Parent Teacher Conferences
27 No School Exchange Day

October						
Su	Mo	Tu	W	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

18 End of Q1
25 No School Fall Break

November						
Su	Mo	Tu	W	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

27 Professional Development
28-29 No School Holiday

December						
Su	Mo	Tu	W	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				

Dec. 23-Jan. 5 No School

January						
Su	Mo	Tu	W	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	

3 Professional Development
6 Semester 2 Begins

February						
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	

12-13 Parent Teacher Conferences
14 No School Exchange Day

March						
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					

7 Spring Break
10 No School Conference Speech
14 End of Q3

April						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

11 Ivan K. Meet at 12, Dismiss at 11:30
17 Homer Invite No School Staff PD
18 & 21 Easter Break

May						
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						

10 Graduation 2pm
23 Teacher Workday PM
23 End of Q4 Noon Dismissal

June						
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					

First Semester = 82 learning days
Second Semester = 94 learning days

Distribution of School Calendar Days

- No School-Vacation Days/Holidays
- No School-Staff Only
- 2:00 Dismissal
- Parent Teacher Conferences
- No School-Exchange Day for Conferences
- Noon or Earlier Dismissal
- End of the Quarter
- New Teacher Orientation

Total Student Learning Days--176
Total Teacher Contract Days--183

Homer Community School
2024-2025 Assessment Calendar

August						
Su	Mo	Tu	W	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						
Su	Mo	Tu	W	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						
Su	Mo	Tu	W	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		

3-6 Fall Testing (AIMSweb, ORF K-5)
10 ASVAB

18 End of Q1

November						
Su	Mo	Tu	W	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						
Su	Mo	Tu	W	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January						
Su	Mo	Tu	W	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	

9-13 Winter Testing (AIMSweb K-5, NSCAS 3-6)
20 End of Q2

Jan 27-March 14 ELPA 21 Window

February						
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	

Jan 27-March 14 ELPA 21 Window

March						
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					

14 End of Q3
Jan 27-March 14 ELPA 21 Window

April						
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			

8 ACT 11th grade
8 Pre/Pre ACT 9th Grade
9 Pre ACT 10th Grade

May						
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

23 End of Q4

First Semester = 82 learning days
Second Semester = 94 learning days

June						
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					

- ORF, NSCAS, Aimsweb
- ASVAB
- End of Quarter
- ELPA 21 window
- Testing Day April
- *9th grade-Pre Pre ACT
- *10th grade-Pre ACT
- *11th grade-ACT

Employment, Compensation and Benefits

Extra Duty Assignments

The school district believes that student participation in activities effectively enhances their school experience and therefore encourages their participation. Teachers are encouraged to accept extra duty assignments during their teaching experience in the district. Teachers may request release from extra duty assignments but honoring such requests is dependent on the district's ability to find a suitable replacement. After a written request for release from extra duty assignments the district can assign the duty for an additional two years after the year in which the request was received. Vacant extra duty assignments will be posted and filled similar to regular job openings. The extra duty salary schedule can be found in the appendix of this handbook.

Benefits

Teachers are provided benefits in accordance with the negotiated agreement, group health insurance plan requirements and the school district's Section 125 Plan document. Teachers shall make annual fringe benefit elections by September 1 of each school year. Should a teacher fail to make such election, the teacher election from the immediately preceding school and contract year shall be continued. Each teacher is responsible for informing the business manager in writing of any changes in benefit status.

Continued health insurance benefits are available through COBRA subject to certain qualifying requirements. Contact the business manager for information regarding COBRA benefits.

The Health Insurance Portability and Accountability Act (HIPAA) provides rights and protections for participants and beneficiaries in group health plans. HIPAA includes protections for coverage under group health plans that limit exclusions for preexisting conditions; prohibit discrimination against employees and dependents based on their health status; and allow a special opportunity to enroll in a new plan to individuals in certain circumstances. HIPAA may also give you a right to purchase individual coverage if you have no group health plan coverage available, and have exhausted COBRA or other continuation coverage. Further information may be obtained from the plan administrator of the group health plan.

Certification Requirements

According to the Nebraska Department of Education's interpretation of Nebraska law:

1. A contract with a teacher/administrator is not valid until the professional presents his/her certificate or permit to the superintendent for his/her signature.
2. A contract may be signed by a prospective candidate preceding the possession of the valid certificate or permit.
3. Regardless of the contract, no teacher or administrator may begin their professional services (teaching and/or administration) without possession of a valid certificate or permit that has been registered with the district administrator.

Effective January 1, 2000, the Department of Education interprets the laws as they exist and school districts are advised to not allow any teacher or administrator to begin professional duties without a valid certificate or permit in their possession and registered by the district administrator.

According to the Nebraska Department of Education, the law is clear. While there is no provision in the law to do so, Nebraska Department of Education recognizes the processing time required to obtain certificates.

Compensation

Regular Salary and Extra-Duty Compensation. Compensation is paid only as authorized by the Board of Education. Teachers are paid a salary based on placement on the salary schedule set forth in the collectively bargained negotiated agreement between the district and the collective bargaining agent for the certificated teaching staff (referred to in this handbook as the “negotiated agreement”) and the extra duty salary schedule also incorporated into the negotiated agreement.

Changes in Salary Schedule Placement. Changes in a teacher’s placement on the salary schedule shall be governed by the provisions of the negotiated agreement. All post BA and MA hours earned for horizontal advancement on the salary scale must be approved prior to July 1 preceding the school year in which hours are to be credited for advancement by the superintendent, or in his/her absence, the principal. Teachers are expected to provide the business manager with a transcript for all graduate hours earned for purposes of advancement on the salary schedule on or before September 1 of the school year in which such hours are to be credited for the teacher’s placement on the salary schedule. **Failure to provide an official transcript from the post-graduate institution of the graduate hours earned in a timely manner will result in a loss of such credit for the school year.**

Salary Payments. Salary is payable over twelve equal installments. Teachers will be paid on the 20th of the month, or the last preceding school day, if the 20th falls on a holiday or week-end day.

Additional compensation over and above regular compensation, extra-duty pay and supplemental pay shall be disbursed as it is earned and deductions from compensation due to unpaid leave shall be taken out as they are reported to the business manager. Reimbursements for mileage or other expenses will be considered separate from compensation.

Compensation to Cover Another Teacher’s Class

When the need arises for one teacher to cover another class, the teacher will be compensated at a rate of \$25 per clock hour (rounded up to the nearest quarter hour when covering classes during a scheduled plan time).

Continuing Education

Teachers who wish to take courses for the purpose of advancing on the salary schedule, must secure approval from the superintendent by the end of the school year preceding the actual year when the advancement occurs. Approval for these courses is acquired by submitting a Request for Approval of Continuing Credit.

In order for college hours to be eligible for horizontal movement consideration, the hours must be earned after student teaching and the teacher is eligible to receive a teaching certificate. Hours earned beyond BA, but prior to the eligibility for a teaching certificate, are not useful for horizontal movement consideration.

It shall be each teacher's responsibility to provide the business manager with proper documentation of credits earned. College credits will be verified by a copy of a college transcript or a grade slip.

Employee Communications/Complaints

The relationship between administrators and the staff is always enhanced by direct communication. Open and honest communication is the best way to solve potential problems, relieve tensions, and to clarify any misunderstandings.

If a staff member has a concern, a conference with his or her immediate supervisor should be scheduled to attempt to resolve the issue. If the staff member is dissatisfied with the result of this conference, the staff member can request that a second conference be scheduled. If the complainant is not satisfied with the administrator's decision, an appeal can be made to the Superintendent in writing within 5 school days of speaking with the principal. Complaint Forms are available in the school office.

The superintendent will schedule a conference to attempt to resolve the problem. In the event the problem is not resolved at this level, the staff member may request to have the question or problem placed on a board agenda. The request is to be made in writing, signed, and with an explanation of the process followed. (Refer to policies 301.04 Communication Channels, 1005.1 Public Complaints, and 204.10 Agenda.)

If the complaint is about school personnel other than the superintendent, an administrator will conduct an investigation before consideration and action by the board. The board will not hear charges against employees in open session unless the employee requests an open session. (Refer to policy 403.05 Public Complaints about Employees.)

The board firmly believes concerns should be resolved at the lowest organizational level by those individuals closest to the concern. Whenever a complaint or concern about an employee, district policy or procedures is brought to the attention of the board it will be referred to the administration for resolution. The following should be completed prior to board consideration:

1. Matters concerning an employee should first be addressed to the teacher or employee;
2. Unsettled matters, problems, or questions regarding an employee, district policy or procedures should be addressed to the employee's principal or the superintendent if the issue is concerning district staff.
3. Unsettled matters regarding employees or problems and questions concerning the school district should be directed to the superintendent if not resolved by a principal.
4. If a matter cannot be settled satisfactorily by the superintendent, it may then be brought to the board. To bring a concern regarding an employee, the individual may notify the board president

for inclusion on the board agenda of a regularly scheduled board meeting in accordance with board policy 204.10.

Requesting an item be placed before the board does not guarantee that it will occur. The board president may decline to place an item on the agenda if he or she determines that the concerns are personnel matters that should be handled by administration or are simply questions within management prerogative or discretion.

Employment Contracts

A teacher is employed by Homer Community School when the teacher signs the Teacher's Contract and the Board of Education approves such contract of employment. The teacher's employment continues absent action by the administration or the Board of Education to non-renew, terminate, amend or cancel the teacher's employment contract with the school district, or action by the Board of Education to accept a resignation of employment.

On or after March 15 of each school year, a teacher may be requested to accept employment for the next school year and shall be required to signify such acceptance on or before April 1 or such other date after March 15 as may be designated in the notice. It is important for teachers to respond to the request to signify acceptance. Failure to signify acceptance of employment by the April 1 or other designated date shall be accepted as specific evidence that a teacher is declining the contractual offer. If a teacher signifies acceptance of employment for the next school year, the teacher may either be issued a new contract or a renewal agreement, unless subsequent action is taken to non-renew, terminate or cancel the teacher's contract.

Should a teacher wish to resign from employment, the teacher should give written notice of resignation to the Superintendent. The request to resign will be acted upon by the Board of Education. Mid-year resignations and resignations given late in the spring for the following school year can present significant planning problems for the district. If a mid-year resignation is submitted, or a resignation for the following school year is submitted after May 21st or after the teacher has signified acceptance of employment for the next school year, the Board of Education may act to not accept the resignation unless a suitable replacement can be found.

Expense Reimbursement

Reimbursement for authorized mileage will be paid to teachers required to drive their own vehicles during their regular scheduled working hours between two or more work sites. Claims for reimbursement should be submitted to the appropriate supervisor. The allowable rate shall be governed by Board policy, unless otherwise required by law. The district is not liable for physical damage to employee vehicles.

Materials necessary for instruction are provided by the district. If teachers need additional materials for instruction or school-related purposes, the request should be made to the principal. Reimbursement for purchase of materials or for meals or other expenses related to travel must be submitted to and approved by either the principal or, if the expense relates to an activity, by the athletic director. The request for reimbursement should include a voucher or receipt for the items purchased and a description of the purpose of the purchase.

Extended Duty Pay

Extended duty for any teacher beyond the number of contract days established by the Board of Education for the school year shall be paid at 100% of schedule placement on a per diem basis for such teacher's extended time (see Negotiated Agreement).

Grievance Procedure for Certificated Staff

GRIEVANCE PROCEDURE FOR CERTIFICATED STAFF

A grievance is defined as an alleged violation or misapplication of any specific provision of the applicable negotiated agreement. All such allegations shall be grievable through all steps of the grievance process as set out forth herein.

Claims of a violation of Board policy, State Statute, administrative directives or regulations which affect employees' work, shall be grievable through Step 2 of the process described herein. Any such grievances which remain unresolved after Step 2 may be appealed to the Board of Education, which shall act in a timely fashion to arrange a non-evidentiary and informal hearing before the Board. The hearing will not be a due process hearing unless otherwise required by law. The Board will decide the grievance on the written materials submitted in Step 2, but may elect to allow a brief oral presentation by the parties in interest or their designated or selected association representatives. The parties will not be represented by attorneys in the proceedings.

Employee shall mean a member of the bargaining unit.

Days shall mean working days exclusive of Saturday, Sunday, or official holidays during the contract year for certificated employees.

General Conditions

- a. Compliance - Employees of the school district will follow all verbal and written directives from supervisors. Compliance with such directives will not in any way prejudice their right to file a grievance within the time limits contained herein, nor shall it affect the ultimate resolution of the grievance.
 - b. No Reprisals - The Board shall use every means at its disposal to assure every employee the unobstructed use of this grievance procedure without fear of reprisal or prejudice to his/her employment status.
 - c. Time Limits - Because it is important that a grievance be processed as rapidly as possible, the number of days indicated at each level shall be considered as a maximum, and every effort should be made to expedite the process. The time limit specified may, however, be extended by mutual written agreement of the grievant and the employer.
- If a grievance is filed which might not be finally resolved under the time limits set forth herein prior to the end of the school year, and which, if left unresolved until the beginning of the following school year could

result in irreparable harm to a grievant, the time limit set forth herein will be reduced to the extent possible so that the grievance procedure may be concluded prior to the end of the school year, or as soon thereafter as is practical.

d. Failure to Meet Time Limits - The failure of the aggrieved party to proceed to the first or any subsequent step of this grievance procedure within the time limits set forth shall be deemed to mean the party elected not to file a grievance or has accepted the response previously rendered, and shall constitute a waiver on any future appeal concerning the particular grievance. The failure of any administrator at any step to communicate his/her decision to the aggrieved party within the specified time limit shall permit the aggrieved party to proceed to the next step.

e. Communication - All communications concerning the grievance, after the grievance is formally submitted, shall be in writing.

f. Adjustments - No adjustment shall be made in any grievance which is in conflict with, or contrary to, the provisions on any policies, applicable laws, or administrative regulations.

g. Forms - Forms for filing grievances shall be available upon request or on the district website.

h. Meetings - All meetings and hearings under this procedure shall be conducted in private and shall include only such parties in interest and their designated or selected representatives heretofore referred to in this article.

i. No Interference - Grievances should be processed in a manner which does not interfere with the employee's work and the normal operation of the schools.

j. Representation Assistance - The employee may have a representative of the Association present at all levels of the grievance procedure.

k. Withdrawal of a Grievance - The grievant may withdraw the grievance at any step of the procedure.

Procedure

Step 1

If unsuccessful in an informal attempt with the immediate supervisor to resolve the dispute, the aggrieved party shall present the grievance in writing to the immediate supervisor within twenty (20) days of the occurrence. The grievance shall be written on the standard grievance form. The immediate supervisor, the aggrieved party, and the Association Representative shall meet in an attempt to settle the dispute within five (5) days. The immediate supervisor shall provide the aggrieved party with a written answer to the grievance within five (5) days after such meeting.

Step 2

If a satisfactory settlement is not reached in Step 1, the aggrieved party must appeal the grievance to the Superintendent of Schools within five (5) days of receipt of the Step 1 response. The Superintendent shall conduct a meeting with the aggrieved party and the Association Representative within five (5) days of the receipt of the grievance. A written response will be given by the Superintendent within five (5) days following the meeting.

Group Grievance Procedures

If, in the judgment of the Association, a grievance affects a group, or class of employees, or rights of the Association as set forth in this Agreement, the Association may submit such grievance initially at Step 2.

Bypassing Step 1

If in the judgment of the employee, or the Association in the case of an Association or group grievance, the alleged grievance cannot be resolved at the building level due to the administrator not having the authority to resolve the grievance, the certificated employee may submit such grievance to the Superintendent with a copy to the building principal. Within two (2) days of receipt of the grievance, the Superintendent shall review whether the building administrator has the authority to resolve the alleged grievance and, will either remand the grievance to the building for a Step 1 hearing or shall begin processing the grievance at Step 2.

Payroll and Payroll Deductions

Salary and benefits are paid in accordance with the individual employment contracts and negotiated agreement. Payroll deductions shall be made in accordance with law and the negotiated agreement.

Personnel File

The district is required to maintain a personnel file on each certificated employee. Certificated employees may access their own personnel files maintained by the district, except for letters of reference in their credential file if applicable. Contents of the file may be examined in the presence of the superintendent or his or her designee, but may not be removed from the administrative office. The employee has the opportunity to attach a written response to items in the file with the exception of letters or recommendations solicited by the school district.

Retirement

Staff members (who work at least 15 hours per week in Tier 1 or 20 hours per week in Tier 2), as required by law, must participate in the Nebraska School Employees Retirement System. The district withholds from employees' salaries the amount required by the Nebraska School Retirement System. Additional retirement contributions are provided by legislative appropriation and mandatory contribution from the school district. Employee and school district contributions are established by the state legislature.

The methods for determining retirement benefits have been revised periodically by the Nebraska Retirement System. For information, write to Director of Retirement Systems, P.O. Box 94816, Lincoln, Nebraska 68509 or call 1-800-245-5712.

Periodically, the Nebraska Retirement Office conducts Preretirement Seminars. To be eligible to attend a retirement seminar, you must be age 50 or over and participating in the Nebraska Retirement System. The

law instituting the program states, "The employer shall provide each eligible employee leave with pay to attend up to two preretirement planning programs." According to this law, "...leave with pay shall mean a day off paid by the employer and shall not mean vacation, sick, personal, or compensatory time." **You may choose to attend a seminar more than twice, but such leave shall be at your expense and shall be at the discretion of your employer. The law allowing a member to attend twice is not retroactive and therefore will not include attendances prior to September 9, 1995.** See Chapter 84-1511 of the Revised Nebraska Statutes for further details.

An Early Retirement Incentive Program is available to those who are at least 57 years old and meet other requirements. Information regarding this program can be found in Administrative Regulation 408.06 or through the business manager.

Reduction in Force

A reduction in force shall consist of a reduction of one or more positions or a reduction in the percentage of employment of one or more certificated employees even if the number or percentage of employment of the certificated staff overall may be increased by other hiring or increases in the percentage of employment of other employees. Reduction in force may result in termination of employment, an amendment to the employee's contract reducing the employee from full-time to part time status or an amendment to the contract of a part-time employee further reducing that employee's percentage of employment.

Before a reduction in force shall occur, it shall be the responsibility of the board of education and school district administration to present evidence demonstrating that a change in circumstances has occurred necessitating a reduction in force. Any change in circumstances must be specifically related to the employee or employees to be reduced in force.

Due to the confidential and unique personal working relationship necessary between the administration and the board of education, a certificated employee who is not currently serving in a predominantly administrative capacity shall have no rights under this policy to any administrative position within the school district.

Probationary employees will be reduced before tenured employees if the tenured employee is qualified to perform that assignment by reason of certification or endorsement or, where certification is not applicable, by college credits in the teaching area.

Each employee is responsible for filing additional endorsements and changes of address with the superintendent's office on or before March 15. The employee's new endorsement will not be considered in a reduction of force if the employee fails to file it on or before March 15.

Employees will be reduced on the basis of what is good for the school district as determined by the board of education. The criteria used by the board of education are as follows:

1. Programs to be offered;
2. Areas of certification and endorsement;
3. State and federal regulations which may mandate certain employment practices;
4. Special qualifications that may require specific training and/or experience;

5. Qualifications based on past performance and competence as determined by the principal and/or superintendent through employee evaluation procedures;
6. Seniority or length of service;
7. Contributions to activity programs;
8. The organizational and educational impact created by multiple part-time certificated employees; and
9. Any other reasons which can be rationally related to the instruction in or administration of the school system.

The weight each criterion carries is determined by the Board of Education

Dismissal with Honor and Recall

1. An employee who has been terminated because of reduction in force shall be considered to have been “dismissed with honor.” Upon the employee’s request, the administration will provide the employee with a letter to this effect.
2. An employee who has been terminated because of reduction in force has preferred rights to re-employment for twenty-four months, commencing at the end of the end of the contract year. The employee has a right to be recalled to any position for which he or she is qualified to teach by endorsement or college preparation. Recall to service will be on the basis of length of uninterrupted service to the school district. Uninterrupted service shall be defined as the number of continuous full-time equivalent years of employment in the district as a teacher. A full-time equivalent year is defined as employment on a full-time basis for an entire year. Less than full-time employment would reduce the teacher’s full-time equivalent employment for a school year. For example, a teacher employed on a half-time basis would be credited with half a year of full-time equivalent employment. A break in service will terminate a teacher’s uninterrupted service under this provision. That period of time or fractions of years of leave of absence will not count as years of employment for the purposes of determining the length of a teacher’s uninterrupted service.

Any certificated employee whose employment contract is terminated as a result of reduction-in-force shall (during his/her period of recall) report his/her current address to the superintendent and shall inform the superintendent of any changes of address thereafter. If a vacancy in the system occurs for which the employee has rights of recall, the offer of such employment will be sent by the superintendent to the employee’s last known address. If no acceptance of such offer is received from the employee within 14 days of the date on which the letter was postmarked for mailing, the employee shall be deemed to have waived his/her rights to recall.

Resignations

After a teacher signs a contract with the school district, the teacher and the district are legally bound to fulfill the terms of the contract. No teacher should sign a contract unless that teacher intends to complete the contract. Release from the contract may be requested for compelling personal reasons, i.e. health, transfer of spouse, change of marital status, etc., or for definite professional advancement. No teacher should sign a contract and then expect to be released. The Board of Education policy statement regarding resignations is as follows: Permission to resign will be granted to the employee under contract only if a suitable replacement is found. The suitability of the replacement is determined by the superintendent and the Board of Education. After July 1, requests for release from a contract will be granted only in

emergency situations. The superintendent and the Board of Education will consider each such request individually. Teachers who resign during the school year will receive the unpaid portion of their earned salary on the next payment date if there is sufficient money to take care of this without depriving any other personal or creditor of the money due them.

Social Security

Employees of the Homer Community School District participate, as required by law, in the Federal Social Security program.

Worker's Compensation

All employees are covered by worker's compensation insurance for injury sustained in the scope and course of their employment.

The worker's compensation law requires the school district to report all employee injuries to the insurance carrier within twenty-four (24) hours of the injury. Any employee who is injured on the job must fill out a Homer Community School Report form with his or her respective supervisor. The report will be forwarded to the business manager and, if necessary, an employer's First Report of the injury will be filed with the worker's compensation insurance carrier.

Failure to file this report form may void your insurance protection. Do not take chances. Report **all** injuries promptly. Some side effects do not appear until days or weeks later.

403(b) Salary Reduction Agreements

Homer Community School maintains a 403b Written Plan. Please refer to the Plan Documents for more information. The District cooperates with any employee who chooses to participate in an investment program under an Internal Revenue Code Section 403(b) provided that the employee executes a "Salary Reduction Agreement" provided by Plan Services and the vendor of the 403(b) Plan elected by the employee has entered in to a "Service Provider Agreement" with the District, holding the District harmless from any liability that may arise out of such 403(b) Plan.

Termination of Certificated Employees

A certificated employee's contract may be recommended for cancellation, amendment, non-renewal, or termination at any time during the school year, but no later than April 15, except for cancellations, which may be recommended at any time. Prior to Board action on the recommendation, certificated employees shall be notified in writing that such recommendation is being made and shall have an opportunity for a hearing before the Board of Education, as allowed by state law. Within seven (7) calendar days after receipt of written notice, an employee must request a hearing or the right to hearing will be waived.

Reasons for employee termination or contract amendment are:

1. Loss of teaching certificate
2. Breach of contract
3. Any reasons set forth in the employment contract
4. Incompetence
5. Neglect of duty
6. Unprofessional conduct
7. Insubordination
8. Immorality
9. Physical or mental incapacity
10. Failure to give evidence of professional growth
11. Reduction in force
12. Failure to sign an official contract within the time designated on the request
13. Any reason sufficient for non-renewal and not constitutionally impermissible (probationary teachers only)
14. Other conduct which interferes substantially with the continual performance of duties.

Absences from Work

Absent

A teacher who becomes ill and is unable to work is to contact the sub caller, Lynn Rich, at 402-404-0686 when a substitute is needed. Teachers should also notify the principal before 7:00 a.m. or as soon as the situation allows. Before the end of the school day on the first day of the sick leave, and on each subsequent day of absence, a report should be made to the principal as to whether the teacher will be able to return to duty on the next duty day. All other employees are to notify their immediate supervisors before 7:00 am the day of their absence or as soon as the situation allows.

Bereavement

In the event of a death of a member of a certificated employee's immediate family, bereavement leave may be granted. Bereavement leave may be granted to a certificated employee for no more than 5 days, with "day" being defined as one work day regardless of full-time or part-time status of the employee, per occurrence, for the death of a member of the immediate family. The immediate family includes child, spouse, parent, or parent-in law of the employee. Up to three days of paid leave per occurrence shall be granted for brother, sister, brother-in-law, sister-in-law, daughter-in-law, son-in-law, grandparents, aunts, uncles, spouse's aunts, spouse's uncles, nieces, nephews, spouse's nieces and spouse's nephews.

No more than 1 day of bereavement leave will be granted for the death of a close friend or other relative not listed above.

It shall be within the discretion of the superintendent to determine the number of bereavement leave days to be granted.

The requirements stated in the Negotiated Contract between employees in that certified collective bargaining unit and the board regarding the bereavement leave of such employees shall be followed.

Family and Medical Leave Act

FMLA requires the District to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons. Employees may also be eligible because of a qualifying exigency arising out of the fact that the spouse, son, daughter, parent, or next of kin of the employee is on covered active duty or has been notified of an impending call or order to covered active duty. Employees are eligible if they have worked for the District at least 12 months and worked at least 1,250 hours over the previous 12 months. The USERRA-protections for employees who miss work due to USERRA-covered military service extend to all military members. All periods of absence from work due to or necessitated by USERRA-covered service is counted in determining an employee's eligibility for FMLA leave.

BASIC REASONS FOR TAKING LEAVE: Unpaid leave must be granted for any of the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth.
- To care for your child after birth, or placement for adoption or foster care.
- To care for your spouse, son, daughter or parent, who has a serious health condition*.
- For a serious health condition* that makes you unable to perform your job.

*Definition of a serious health condition: A serious health condition is an illness, injury or impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with a least two visits to a health care provider or one visit to a regimen of continuing treatment, or capacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

MILITARY FAMILY LEAVE ENTITLEMENTS:

Families of members of the National Guard and Reserves are eligible for the normal 12 workweeks of FMLA leave while that family member is on **covered active duty or called to active duty status in support of a contingency operation. This leave may be used for "any qualifying exigency" arising out of the fact that the family member is on active duty or has been called to active duty, including: (1) short-notice deployment; (2) military events and related activities; (3) childcare and school activities; (4) financial and legal arrangements; (5) counseling; (6) rest and recuperation; (7) post-deployment activities; (8) to care for a military member's parent who is incapable of self-care and (9) additional activities not encompassed in the other categories, but agreed to by the employer and employee.

Special Leave entitlement: Employees who qualify under this FMLA provision are eligible to receive up to 26 weeks of unpaid FMLA leave to care for a covered service member. A covered service member is: (1) a current member of the Armed forces, including a member of the National Guard or Reserves who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness. *** Or (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness. **

**The FMLA definition for "covered active duty" requires that the deployment must be to a foreign country to qualify for FMLA leave.

***The FMLA definitions of "serious injury or illness" for current service members and veterans are distinct from the FMLA definition of "serious health condition." The definition of serious injury or illness

for a current service member and covered veterans includes injuries or illnesses incurred by a covered service member in the line of duty and injuries or illnesses that existed before the beginning of the member's active duty and were aggravated by service in the line of duty on active duty in the Armed Forces.

State Family Military Leave

Spouses or parents of persons called to military service lasting 179 days or longer are also entitled to take an unpaid leave of absence under Nebraska law. If a family member of a service member is eligible for leave under both the federal FMLA and the Nebraska family military leave law, the leave will be deemed to run concurrently (counted toward the employee's entitlement under both laws).

USE OF LEAVE:

Accrued paid sick and vacation leave will be substituted for unpaid leave first, but will run concurrently with the period of unpaid leave available under the act. Once the paid leave is exhausted, unpaid leave will be used and run concurrently with the period of unpaid leave available under the act. The FMLA year runs on a "rolling calendar" year.

Leave can be taken in one block of time, can be taken intermittently, or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

ADVANCE NOTICE AND MEDICAL CERTIFICATION: You may be required to provide advance leave notice and medical certification. Taking of leave may be denied if requirements are not met.

- You ordinarily must provide 30 days advance notice when the leave is "foreseeable." When this is not possible, your obligation is to provide as early of notice as is practical.
- The District may require medical certification to support a request for leave because of a serious health condition, and may require second or third opinions (at District expense) and a fitness for duty report to return to work.
- Upon notice of a request for leave and determination of the employee's eligibility for FMLA leave, superintendent will notify the employee of the eligibility determination. For eligible employees, the notice will include the date the leave begins, the maximum amount of FMLA leave available, any requirements to provide medical certifications, and other information as required by law.
- For covered active duty leaves, you must provide a copy of the military orders once they have been received, your obligation is to provide as early of notice as is practical.
- For covered active duty leaves for Rest and Recuperation (up to 15 days), you must provide a copy of the military member's Rest and Recuperation leave orders, or other military-issued documentation.

JOB BENEFITS AND PROTECTION:

- a) For the duration of FMLA leave, the District will maintain your health coverage under any "group health plan". The District and the employee continue to pay their respective portions of the premium during FMLA leave.
- b) Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.
- c) The use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of your leave.

Jury Duty

A teacher who is summoned for jury service shall promptly notify the principal of such summons. The teacher's salary will continue during time spent in jury service, and no deduction of leave time shall occur. Any payment for jury duty shall be paid to the school district. Teachers are to notify the principal of the amount received for such jury duty.

If a teacher, upon reporting for jury duty in the morning, is dismissed from jury duty for the remainder of the day, the teacher is to report for work within one hour and resume duties for the balance of the day. When a teacher is entirely dismissed from jury duty, the teacher is directed to report to work and the substitute will be dismissed.

Teachers are expected to promptly notify the principal of any other form of legal summons which may require an absence from duty. In the event the summons involves a school-related matter, the matter shall be treated similar to a jury duty absence. In the event the summons involves a personal matter, the teacher will be required to use available leave days.

Leave Associated with Masters Degrees

The following guidelines will assist teachers in planning for leave time that may be required when completing a master's degree program that required school visitations.

1. Attempt to schedule school visits on days that the Homer Community School District's calendar will allow a visitation without missing a day of school.
2. Request the use of the two personal days provided by the district to schedule school visits.
3. Request up to two professional days for school visits. (Note: Personal days must be used for this purpose before professional days will be granted.)
4. Any days that will be needed beyond personal days and the two professional days will need to be taken as pay deduct days.

Military Leave

Teachers who are members of the National Guard, Army Reserve, Naval Reserve, Marine Corps Reserve, Air Force Reserve, or Coast Guard Reserve (hereinafter, "reserves"), are entitled to a military leave of absence from their respective duties, without loss of pay, on all days during which they are employed under orders of the State or United States. Such leave of absence will be without loss of pay for a period not to exceed fifteen (15) work days in any one calendar year. Such leave of absence will be in addition to any leave provided by the district through policy or negotiated agreement.

When the governor of this state shall declare that a state of emergency exists, and any teacher who is a member of the reserves is ordered to active service of the state, the teacher shall be granted a state of emergency leave of absence until released from active service by competent authority. The leave of absence shall not be a military leave of absence; other forms of leave may be granted. The teacher shall receive normal salary or compensation minus the state active duty base pay the teacher receives in active service of the state.

In the matter described above, and all other military leave matters, the district will continue to comply with existing Federal and State law.

Payroll Deductions for Absence in Excess of Paid Leave

Should an employee be absent from work in excess of the employee's accumulated sick leave or other paid leaves, the employee's salary and fringe benefits shall be reduced by the day or days of work missed. In the case of hourly employees the reduction will be made on an hourly basis. In the case of salaried employees the reduction will be made on a per diem basis calculated using the number of days missed as the numerator, and the number of total contract days for the school year as the denominator.

Personal Leave

Teachers are provided with paid sick and personal leaves (professional leaves, bereavement leaves, etc.) in accordance with the negotiated agreement. During such paid leaves, teachers shall continue to receive all salary and fringe benefits called for by the negotiated agreement. The leaves provided by the District are to be used for the purpose intended. Abuse of leave privileges affects the students, other staff, and the entire district and will not be tolerated. Advance reporting of the need to take a leave and having effective lesson plans and materials prepared and readily available for the substitute are important. For personal and other leaves, a Request for Leave form is to be submitted to the principal at least five school days prior to the leave, or such other advance notice as is practicable under the circumstances.

At the beginning of each year, each teacher shall be credited with three (3) days of paid personal leave to be used at their discretion, with the only stipulation being that only one (1) day may be used in conjunction with a scheduled calendar day off from school, not all three. Additional personal leave may be granted at the discretion of the superintendent. All teachers would receive \$50 per day for unused personal days at the end of the year (maximum 3).

Professional Leave

Attendance at professional meetings and conferences by staff members is recognized as being of value and shall be encouraged to the extent that such attendance serves a recognized purpose of the district. The reasonable cost of registration fees and other expenses associated with an approved activity will be borne by the school district or the appropriate activity fund. All requests for professional leave will first be submitted to the building principal on the appropriate school district form. The principal will submit the request to the superintendent. The superintendent, in turn, shall approve or deny said request and notify the teacher's principal.

Use of a school vehicle is encouraged when attending conferences, etc. and must be requested as part of the professional leave form. Mileage for the use of a personal car **will not be paid unless the use of a school vehicle has been denied.**

Return from Leave

An employee who is absent for any period of time because of injury requiring care from a physician or health care provider, or for a period of one week or more due to illness, **must** present a written statement to the principal from the employee's physician or health care provider stating that the employee is physically able to return to duty. Maternity leave is included in this requirement. This statement is to be presented in person before the employee returns to duty.

Sick Leave

At the beginning of each school year each teacher shall be credited with nine (9) days paid sick leave annually to accumulate to a maximum of 90 days. The Board shall furnish to each teacher a written statement at the beginning of each school year setting forth the total of sick leave credit. After the accrual of 90 days of sick leave, unused sick leave of the 9 earned for the year could be exchanged for \$25 per day. Retiring employees as well as those taking early retirement would be reimbursed for unused sick days at \$20 per day accumulative up to 90 days.

Teachers shall be able to use their sick leave for illness in the immediate family. Immediate family in the case of family emergency shall include spouse, children, mother, father, mother-in-law, father-in-law, grandparents and others living in the home.

Administration reserves the right to require a written statement from a physician when employees are absent from work due to medical appointments or sick leave of any length.

Professional Expectations and Procedures

Attendance Procedures

Attendance needs to be taken on a timely basis. Elementary teachers will need to take attendance in the morning, by 8:45 am, and in the afternoon by 1:00 pm. Secondary teachers will need to take attendance at the beginning of each period. Instructions should be in sub plans to let the office know of any absences at the beginning of the day (elementary) or beginning of each period (secondary).

Classroom and School Procedures

Teachers are expected to adhere to the following classroom and school procedures in the performance of their duties:

1. Text Book and Room Inventory – All school purchased materials must be inventoried with the building bookkeeper or secretary. Textbooks are to be numbered and either have cards in pockets or a form for writing the name of the student whom the book is assigned. Teachers should keep good records of who has which book. At the start of the year, note condition of the textbook on the inventory sheet and keep this sheet. When a book is turned in, again note its condition, and if the book shows abuse (other than normal wear) assess a fine that you consider is fair. Insist that students put covers on their books by the end of the first week after receiving them.
2. Use of Cell Phones, Computers or other Electronic Devices – Teachers shall not use cell phones, computers or other electronic devices for any non-school purpose during teacher duty time (instruction and supervision) unless there is an emergency. Teachers may use electronic devices for personal reasons during their planning periods or lunch.
3. Use of Teacher Aides – Teacher aides provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A teacher aide must not, however, assume teaching responsibilities. The teacher must maintain the role of leadership and responsibility for the students, with the teacher aide in a supportive role. Teacher aides may be used to assist the teacher by, among other tasks, assisting with instructional activities under the direction of the teacher, helping to supervise students, copying tests and other written material, organizing class materials, preparing bulletin boards and grading tests or class work. Teacher aides are to work only on their assigned work days and within their assigned work day. If the teacher desires the aide to work hours other than the assigned work hours or assigned work day, contact the administration for approval.
4. Use of Student Aides – Student aides are to be directly supervised by the teacher and are not to leave the building or be in the school areas unsupervised. Student aides are to be used to assist the teacher by helping/tutoring students, copying tests and other written material, organizing class materials and preparing bulletin boards. Student aides are not to be correcting tests or class work. They are not to record grades. Keys are NEVER to be given to students, whether they are student aides or not. A student aide should not be present and assisting a teacher without another adult

present after the end of regular teacher duty hours. Student aides are not to be in the workroom between 11:00 and 1:00 each day.

5. Checking Out of Equipment – All equipment must be checked out through the building principal, technology coordinator or library media specialist. All school equipment may be used only for school purposes. No school equipment may be directed to the personal use of a teacher or another district employee.
6. Requisition of Equipment and Supplies – Books and supplies which are needed for instruction should be requested through the principal's office. No equipment or supplies ordered through the district may be directed to the personal use of a teacher or another district employee.
7. Email – Each teacher will be assigned a school e-mail address for purpose of intra-school and inter-school email correspondence. Teachers should check for e-mail throughout the day, and should timely respond to emails which require a response, but should avoid checking and responding to emails during instructional time. Use of the district's email system for personal communications should be limited, and is subject to the rules governing overall computer usage found in board policy and this handbook.
8. Teacher Mail Box – each teacher will be assigned a mailbox located in the workroom. Teachers should check for mail each morning and also later in the school day, if possible. If something required an answer, teachers are responsible for responding promptly. Teacher mailboxes are to be limited to communications regarding school business.
9. Teacher Meetings – Teachers' meetings will generally be scheduled twice a month. A schedule of meetings will be prepared each school year and distributed electronically. ALL teachers are expected to be present for the meetings, unless they are absent from school for good cause or have made prior arrangements.

Daily Class Record Book

Every teacher is required to keep a complete and easily understandable record of the attendance and achievement of every student in PowerSchool. A written class record book can be used as a secondary source for class records. Each class record book must be kept current and include the following minimum information in a readily understandable fashion:

1. The names and any assigned student numbers of all students enrolled in the class at the beginning of the semester.
2. The name and date of entry for each student who enrolls after the semester opens.
3. The date of withdrawal for each student who withdraws from the class previous to the close of the semester – dropouts or early withdrawals.
4. A complete report of all recorded grades for each student. A sufficient number of grades must be recorded in the gradebook to justify all quarter and semester grades for each student. It is recommended that the teacher record at least two grades per week.

Upon request, a student's individual record in PowerSchool shall be made available for review or copying. Information relating to other students should not be allowed to be seen by other students or parents.

Any written class record book constitutes a source of original entry for information which may be needed in the absence of the teacher, teachers are required to deliver the teachers' class record books to the principal at the close of the school year for filing in the permanent records. Teachers who return to Homer Community School District and who wish to refer to the previous year's class record book may request the

return of the class record book. Such books shall again be brought to the office for permanent filing when the teacher is finished with them, or at the close of the current term.

The completion of student assignments are to be monitored by teachers daily and recorded at least weekly. Teachers are to work with students to plan for the completion of incomplete assignments. Parents are to be notified via phone or email when students are at risk of failure due to incomplete assignments.

Dispensing Medication

Teachers are not permitted to give any medication to students unless trained by the school nurse or other authorized professional. Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or other trained staff member and are to be stored in the office.

If students must take medication and/or perform medical procedures prescribed by a duly licensed physician during school hours, it is the responsibility of the parents or guardians to sign permission to dispense the medicine at the school and to submit a note or prescription from the physician authorizing the medicine and/or medical procedure. School district personnel will not administer medicine, including over the counter medicine, without this signed form and a note or prescription. Any medication brought to school needs to be properly labeled. The label should include the following information: Student's name, name of medication, dosage needed, and time of dispensing the medication.

Evaluations

Evaluations of teachers will be conducted in accordance with the district's evaluation policy. Administrators reserve the right to observe, appraise or evaluate teachers more frequently than required by policy on an as-needed basis. Teachers are expected to participate constructively and positively in the evaluation process and to accept and implement constructive suggestions and improvement strategies developed by the administration.

Field Trips

Field trips can be an important part of a quality educational experience. Field trips should have an educational purpose related to the intended curriculum. Teachers wishing to take students on a field trip should complete a Field Trip Request Form and submit it in advance to the principal for authorization.

Fraud, Waste, and Abuse

The Homer Community School District is committed to effective, efficient and honest operations throughout the district. The purpose of this information is to provide direction to avoid fraud, waste and abuse within the district and to provide a system for reporting suspicious activity which protects the informant while affording any employee under suspicion with due process rights.

All employees are responsible for the prevention, detection and reporting of suspected fraud, waste and abuse. Acts of fraud, waste and abuse included under these requirements include, but are not limited to:

- Embezzlement
- Forgery or alteration of documents (checks, time sheets, purchase orders, other financial documents, electronic files, etc.)
- Improprieties in the handling or reporting of money or financial transaction
- Theft of any asset (money, tangible property, etc.)
- Misrepresentation of the facts
- Abuse of sick leave
- Authorizing or receiving compensation for hours not worked
- Authorizing or receiving compensation for goods not received or services not performed
- Profiteering as a result of insider knowledge of district activities
- Disclosing confidential or proprietary information to outside parties
- Any similar or related inappropriate conduct

The superintendent has the primary responsibility for the investigation of all suspected acts of fraud, waste or abuse. If the investigation substantiates such acts occurred, the superintendent will issue reports to the Board of Education. Decisions to prosecute or refer the results to the appropriate law enforcement and/or regulatory agencies for independent investigation will be made in conjunction with legal counsel. All information received regarding suspected improprieties will remain confidential. Any employee who suspects that an act of fraud, waste or abuse has occurred will notify the superintendent immediately, and should not attempt to personally conduct investigations or interviews/interrogations related to any suspected acts.

Fundraising

Fundraising efforts for school groups and activities are to be coordinated through the principal. Sponsors are to obtain permission for all fundraising activities in advance. Once approved, the sponsor should complete the fundraising chart located in the school office.

General Working Hours

Hours of Work, Meetings and Planning Time

Regular, dependable attendance at work is an essential function of a teacher's employment position. The Board of Education recognizes that teachers' responsibilities to their students and their profession generally involve the performance of duties and the commitment of time beyond the normal working day, but also recognizes that teachers and other educational professionals are entitled to regular time and work schedules on which they can rely in the ordinary course of events and which will be fairly and evenly maintained to the extent possible throughout the school system.

Homer Community School's normal starting and ending times for the certificated employees is 7:45 am and 3:45pm. The administration may determine an adjusted time schedule for special events and meetings. Identified employees shall attend meetings called by the superintendent, principals, and team leaders, except those meetings which are designated for optional attendance. Principals have the

discretion to honor requests to leave early for business, medical and personal appointments. Personal leave will need to be used if the employee is gone more than two hours.

Certificated employees are required to serve on playground, parking lot, lunchroom, and hall supervision as designated by principals. Principals will attempt to make an equitable distribution of such assignments and professional staff shall assume such duties as part of their work and agreement of employment.

Arrival to Duty Assignments

Full-time teachers are to be ready for duty by no later than 7:45 am, and to remain until 3:45 pm. Certificated employees other than teachers and administrators are expected to meet the same guidelines for entry to the building, being in their assigned duty area and duty departure time. Teachers and other certificated employees who are part-time or work on adjusted schedules are to be ready for duty at least 15 minutes before their class or assigned duty begins

Leaving School

Teachers are considered to be on duty at all times during the school day, including their planning period. Teachers should not leave school during duty hours without approval of the principal. If the absence has been approved, the teacher must check out at the school office when leaving, and check back in upon return. Teachers who need to leave during the school day for reason of illness or emergency are to check out with the school office and make sure that a responsible person has been notified of their unexpected absence so student coverage may be provided.

Lesson Plans

Teachers will prepare written lesson plans which cover at least five days of advance instruction. The plans must be in the plan book or prepared and submitted electronically to the school secretary.

The lesson plans must be sufficiently clear in establishing learning targets and related activities so that they are easily used by a substitute teacher or other staff member not familiar with the previous classroom activities or progress. Principals may request that additional information be provided in lesson plans. Teachers also need to prepare a set of emergency lesson plans that includes familiar activities for the students and very easy for the substitute to oversee.

Managing Student Conduct

It is the expectation of the Homer Community School District that students display the conduct appropriate to a safe and effective learning environment. The district 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 a student will not be tolerated. Students are not to engage in conduct which causes or may cause a substantial disruption with or material interference with any school function, activity or purpose, or otherwise interferes with the health, safety, well being or rights of other students, staff or visitors.

It is expected that teachers develop, communicate and enforce appropriate behavioral expectations that ensure a safe and effective learning environment. Interventions such as reteaching seminars, loss of free

time and contacting parents should occur at the classroom level first. Physical aggression and other more severe infractions should be immediately handled by the principal.

Teachers will be assisted by principals and other professionals in working with students with persistent behavioral difficulty.

Elementary Behavioral Expectations/Consequences

The following are expectations for behavior for every elementary student. Following these actions will ensure that we have a safe and effective learning environment for all individuals.

Expectations:

- Be Safe.
- Be Respectful.
- Be Responsible.

<u>Expectation:</u>	<u>Examples of behaviors:</u>
Be Safe.	<ul style="list-style-type: none"> • Walking in the hallways. • Keep hands, feet, and objects to self. • Use classroom materials appropriately. • Use gym equipment appropriately.
Be Respectful.	<ul style="list-style-type: none"> • Listening with your eyes and ears. • Participate and respond appropriately. • Respect other’s space, materials, and privacy. • Following classroom directions/expectations. • Speaking kindly to peers, staff, and visitors.
Be Responsible.	<ul style="list-style-type: none"> • Arrive at school on time and ready to learn. • Turn in homework on time and completed neatly. • Keep area and materials organized and neat. • Following directions promptly.

Failure to adhere to the behavioral expectations will result in the following possible consequences. The following are examples of consequences that can be expected for the types of incidents listed below.

Consequences:

- Loss of one recess
- Loss of five recesses
- Phone call home (student calls)
- Detention after school (parents must provide transportation)
- Parent meeting
- One day In School Suspension (ISS)
- One day Out of School Suspension (OSS)
- Five days of Out of School Suspension (OSS)
- Alternative Placement
- Expulsion

The following are examples of behaviors that constitute an “incidents”: name calling, rolling eyes, glaring (dirty looks), mocking, scowling, making fun of, laughing at, whispering about, inappropriate gestures,

arguing, refusal to follow directions, provoking others, disruption of class time, pushing, shoving, “bumping into” intentionally, inappropriate physical contact of any kind, excluding others intentionally, hurtful and/or threatening notes, throwing items, cyber bullying at school, and graffiti.

Reporting of Inappropriate Behaviors: Students who experience disrespectful or bullying behavior should immediately report that behavior to the teacher in charge of the class or a teaching assistant.

	<u>Bathroom</u>	<u>Lunch Area</u>	<u>Hallway</u>	<u>Classroom</u>	<u>Bus</u>	<u>Playground</u>
Be Respectful	<p>Flush the toilet.</p> <p>Keep your hands to yourself.</p> <p>Give privacy to others.</p>	<p>Use an inside voice.</p> <p>Take only what you plan to eat.</p> <p>Use your manners.</p> <p>Chew with mouth closed.</p> <p>Eat your own food.</p> <p>Refrain from playing with your food.</p>	<p>Use walking feet.</p> <p>Follow teacher directions.</p> <p>Keep voices off.</p>	<p>Be kind and treat others how you would like to be treated.</p> <p>Use an inside voice.</p> <p>Follow class rules.</p> <p>Raise your hand to speak.</p> <p>Answer when called upon.</p> <p>Keep your eyes on the speaker.</p>	<p>Follow the driver's instructions.</p> <p>Be kind to everyone.</p> <p>Be quiet at railroad tracks.</p> <p>Use an inside voice.</p>	<p>Include others.</p> <p>Play fair.</p> <p>Listen to adults' directions.</p> <p>Take turns and share equipment.</p>
Be Responsible	<p>Keep bathrooms clean.</p> <p>Go-Flush-Wash.</p> <p>Paper towels go in the garbage can.</p> <p>Report any issues.</p>	<p>Clean up your area.</p> <p>Close your milk.</p> <p>Put silverware in the correct spot.</p>	<p>Refrain from touching the walls and artwork.</p> <p>Stay to the right side of the hallway.</p>	<p>Follow directions the first time they are given.</p> <p>Keep your area organized and tidy.</p> <p>Be ready for the lesson.</p>	<p>Keep hands, feet, and objects to yourself.</p> <p>Pick up after yourself.</p>	<p>Pick up equipment and personal belongings (coat/hat/gloves).</p> <p>Follow directions right away.</p> <p>Respect nature - leave it on the ground.</p>
Be Safe	<p>Use facilities for how they were intended.</p> <p>Keep water in the sink.</p>	<p>Stay seated in your own space.</p> <p>Use walking feet.</p>	<p>Keep hands, feet, and objects to yourself.</p> <p>Walk facing forward.</p>	<p>Keep hands and feet to yourself.</p> <p>Push in chairs after leaving your seat.</p> <p>Use materials correctly.</p> <p>Ask before leaving the room.</p>	<p>Remain seated and face forward.</p> <p>Keep feet clear of the aisles.</p>	<p>Don't run on playground equipment.</p> <p>Wear appropriate clothing for the weather.</p> <p>Quickly and quietly line up.</p> <p>Play in allowed areas.</p> <p>Keep hands and feet to yourself.</p> <p>Use equipment correctly.</p> <p>Report injuries and/or incidents to adults right away.</p>

Outside Employment

Teachers shall not perform duties unrelated to district employment during duty hours. In addition, teachers shall not engage in employment which conflicts with their school duties. Teachers are not required to notify the district of outside employment except: (1) teachers who are also employed by another Nebraska school district in order to comply with Nebraska State Retirement System regulations and (2) teachers who have a work-related injury in order to comply with workers' compensation requirements.

Private Tutoring

Teachers are encouraged to provide individual assistance to students as a part of their duties. Teachers who engage in private tutoring for (compensation of any kind from a source other than the district) are subject to the following rules:

1. The teacher may not arrange to provide private tutoring for any child enrolled in the teacher's class.
2. The teacher is not to provide private tutoring in a school building.
3. The teacher is not to provide private tutoring during duty time.
4. The teacher is not to advertise or promote the teacher's private tutoring services in the school or in the school's communications systems except with the express permission of the superintendent or designee.

Professional Ethics Standards

Preamble

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence and the nature of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this code of ethics.

The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in the State of Nebraska and for all educators, including administrators, with respect to ethical and professional conduct.

Principle I – Commitment as a Professional Educator:

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
2. Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
3. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
5. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
6. Shall not sexually harass students, parents or school patrons, employees, or board members
7. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.
8. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
9. Shall report to the superintendent any known violation of paragraphs 7, 5, or 2 above.
10. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II – Commitment to the Student:

Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
2. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
3. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
4. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
5. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
6. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Board of Education.
7. Shall not discipline students using corporal punishment.

Principle III – Commitment to the Public:

The magnitude of the responsibility inherent in the education process required dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the educator:

1. Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
2. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
3. Shall neither offer nor accept gifts or favors that will impair professional judgment.
4. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
5. Shall not commit any act of moral turpitude, not commit any felony under the laws of the United States or any state or territory.
6. Shall, with reasonable diligence, attend to the duties of his or her professional position.

Principle IV – Commitment to the Profession:

In belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:

1. Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
2. Shall not misrepresent his or her professional qualifications, nor those of colleagues.
3. Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

Principle V – Commitment to Professional Employment Practices:

The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to professional employment practices, the educator:

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
2. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.

3. Shall give prompt notice to the employer of any change in availability of service.
4. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
5. Shall not assign to unqualified personnel, tasks for which an educator is responsible.
6. Shall permit no commercial or personal exploitation of his or her professional position.
7. Shall use time on duty and leave time for the purpose for which intended.

Professional Attire

It is important for employees to project a responsible, adult image to students, parents and co-workers. Appropriate attire and grooming is one of the means of projecting such an image. Employees are expected to maintain conservative attire and grooming when on duty. As a minimal guide, employees should not wear clothing which students would not be permitted to wear to school. Employees should wear clothing which is safe and suitable for their work assignments. Examples of inappropriate working attire are flip flops, shorts, tank tops with thin straps, low cut or revealing clothing.

The staff members of the Homer Community School District are representatives of the district to the public and should project a professional image. On the occasions that guest speakers or presenters conduct professional development activities within the school district, all staff members are to dress in business or business casual attire. Certificated staff members should also dress in business or business casual attire when attending workshops, conferences, or seminars outside of the school district. Due to the nature of some events, there may be exceptions in regards to professional dress. Exceptions should be approved prior to the attendance of any event by the building principal.

On the last day of the work week, employees may wear jeans **IF** school colors or a Homer Community School District shirt or top is worn. There may be rare exceptions. However, employees will be notified in advance if an exception is permitted.

Reporting Child Abuse

Nebraska State Law and school policy mandates school officials to make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when there is reasonable cause to believe that a child has been abused or neglected, or a child is in a situation which would reasonably result in abuse or neglect. According to Nebraska State Law, abuse or neglect means knowingly, intentionally, or negligently causing or permitting a minor child to be:

1. Placed in a situation that endangers his or her life or physical or mental health;
2. Cruelly confined or cruelly punished;
3. Deprived of necessary food, clothing, shelter, or care;
4. Left unattended in a motor vehicle if such minor child is six years of age or younger;
5. Sexually abused; or
6. Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in the prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Teachers are to inform their principal or supervisor that they intend to make a report. Administrative staff may sometimes choose to make the report for a teacher. However, informing a principal or supervisor

does not end the teacher's responsibility; teachers are obligated to make certain a report was made if they do not do it themselves.

It is vital that the report be made as accurately and as soon as possible. To assure accuracy, you are encouraged to document the date of the incident and specific statements or explanations made by a child regarding an abuse/neglect concern. Timeliness in making a report will assist in minimizing further risk to the child by allowing law enforcement or Child Protective Services workers to interview the child during the school day and prior to an evening or weekend. In cases of physical injury (e.g., bruising or other marks), it is essential the police observe and document the injury. A counselor, the school social worker or an administrator will assist as needed. The number for **Nebraska Child Abuse Hotline is 1-800-652-1999**.

Requisitions and Purchase Orders

No student, teacher, or employee of the Board shall have power to purchase, or agree to purchase, any supplies or materials for use in the public schools, whether or not to be sold to students or used in any department whatsoever, except by a proper requisition for a purchase order through the business manager. This also applies to purchase of services, such as printing, etc.

When ordering supplies or materials through the central supply catalog, a requisition form signed by the principal/supervisor must be submitted to the Business Manager for processing. The employee making the request should specify item number and description and keep a copy for his/her records. Be sure to include budget code number on the requisition.

Restraint and Seclusion

Restraint or seclusion of students will not be used solely as a disciplinary consequence or when a known medical or psychological condition makes its use inadvisable.

Except in the case of an emergency, only school personnel who have received systematic training in the use of restraint and seclusion will implement physical restraint or seclusion with a student. In an emergency, a district employee may use physical restraint or seclusion as necessary to maintain order or to prevent a student from causing physical harm to self, other students, and school staff or property. School personnel will continuously monitor a student's status during any physical restraint or seclusion.

PHYSICAL RESTRAINT

Physical restraint means the use of physical force to restrict the free movement of all or a part of a student's body.

Physical restraint will be considered to be a reasonable use of force when used in the following circumstances:

- A. as reasonably needed to obtain possession of weapons or other dangerous objects on the person or within the control of a student;
- B. as reasonably needed to maintain order or to prevent or break up a fight;
- C. as reasonably needed for self-defense;

- D. as reasonably needed to ensure the safety of any student, employee, volunteer, or other person present;
- E. as reasonably needed to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior;
- F. as reasonably needed to escort a student safely from one area to another;
- G. if used as provided for in an IEP, Section 504, or behavior intervention plan; or
- H. as reasonably needed to prevent imminent destruction to school or another person's property.

MECHANICAL RESTRAINT

Mechanical restraint means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove. Mechanical restraint includes the tying down, taping, or strapping down of a student.

Mechanical restraint of a student by school personnel is permissible only in the following circumstances:

- A. when properly used as an assistive technology device included in the student's IEP, Section 504, or behavior intervention plan or as otherwise prescribed by a medical or related service provider;
- B. when using seat belts or other safety restraints to secure a student during transportation;
- C. as reasonably needed to obtain possession of weapons or other dangerous objects on the person or within the control of a student;
- D. as reasonably needed for self-defense;
- E. as reasonably needed to ensure the safety of any student, employee, volunteer, or other person.

SECLUSION

Seclusion means the confinement of a student alone in an enclosed space from which the student is (a) physically prevented from leaving or (b) incapable of leaving due to physical or intellectual capacity. Seclusion is different than in-school suspension in which other students or adults may be present but in which students are not physically prevented from leaving.

Seclusion of a student by school personnel may be used in the following circumstances:

- A. as reasonably needed to respond to a person in control of a weapon or other dangerous object;
- B. as reasonably needed to maintain order or prevent or break up a fight;
- C. as reasonably needed for self-defense;
- D. as reasonably needed when a student's behavior poses a threat of imminent physical harm to self or others or imminent substantial destruction of school or another person's property; or
- E. when used as specified in the student's IEP, Section 504, or behavior intervention plan; and
 - 1) the student is constantly monitored by an adult in close proximity who is able to see and hear the student at all times;
 - 2) the student is released from seclusion upon cessation of the behaviors that led to the seclusion or as otherwise specified in the student's IEP, Section 504, or behavior intervention plan;
 - 3) the confining space has been approved for such use by the local education agency;
 - 4) the space is appropriately lighted, ventilated, and heated or cooled; and
 - 5) the space is free from objects that unreasonably expose the student or others to harm.

ISOLATION

Isolation means a behavior management technique in which a student is placed alone in an enclosed space from which the student is not prevented from leaving. Isolation is different than seclusion.

Isolation is permitted as a behavior management technique provided that:

- A. the isolation space is appropriately lighted, ventilated and heated or cooled;
- B. the duration of the isolation is reasonable in light of the purpose for the isolation;
- C. the student is reasonably monitored; and
- D. the isolation space is free from objects that unreasonably expose the student or others to harm.

TIME-OUT

Time-out means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting. Teachers are authorized to use time-out to regulate behavior within their classrooms.

NOTICE, REPORTING AND DOCUMENTATION

- A. A district Restraint or Seclusion Report must be completed for each incident of restraint or seclusion other than normal use of mechanical restraint for transportation safety. Each record shall include:
 - Name of the student
 - Name of the staff member(s) administering the physical restraint or seclusion;
 - Date of the incident and the time the restraint or seclusion began and ended;
 - Location of the restraint or seclusion;
 - A description of the restraint or seclusion;
 - A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
 - A description of the behavior that prompted the use of restraint or seclusion;
 - Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted; and
 - Information documenting parent contact and notification.

- B. Notice to Administrators

The principal or designee shall be notified of the incident as soon as possible, but no later than the end of the same school day.

- C. Notice to Parents

When a principal or designee has personal or actual knowledge of any of the events listed above, he or she shall promptly notify the student's parent or guardian and shall provide the name of the school employee whom the parent or guardian may contact regarding the incident.

- D. Written Report to Parents

Within a reasonable period of time not to exceed 30 days after the incident, the principal or designee shall also provide the parent or guardian with a written incident report. This report must include the following:

- 1) the date, time of day, location, duration, and description of the incident and interventions;
- 2) the events or events that led up to the incident;
- 3) the nature and extent of any injury to the student; and
- 4) the name of a school employee the parent or guardian can contact regarding the incident.

School Lunch Procedures

Parents and/or students are encouraged to check their meal account balances by logging into PowerSchool on the Homer Community School website at www.homerknights.org. Balances may also be checked by emailing the school secretary at holliewaldee@homerknights.org. In order to monitor the meal account balances, the Homer Community School District has the following procedures in place.

1. On Mondays, the school secretary will run a PowerSchool report indicating a “low balance” warning whenever an account is below \$10.00. For elementary students (PK-6), and for high school students (7-12), accounts indicating a “low balance” will receive a report mailed home that day.
2. If meal balances are below \$3.00, the school will take the following steps to communicate with families.

Day 1 Students will be told their account balance is below \$3 and they need to bring lunch money the next day. Students will be provided with a note to be given to their parents.

Day 2 If students have a negative balance, a phone call or a text will be made to inform parents that lunch money is needed. Students will be allowed to charge and served a regular meal.

Day 3 If the student does not bring money and still has a negative balance, the student will call home for lunch money or for a cold lunch to be brought to school. For students below third grade, the school secretary will call a parent. If neither can be provided, special arrangements will be made for the student to eat an “alternative meal”. The alternative meal will only be available for 5 days. The school principal will contact the parents and a letter will be sent home to parents.

All communication regarding low balances in lunch accounts may be directed to the main office at (402) 698-2377 ext. 102.

Social Media Guidelines for Faculty & Staff

Purpose for Social Media Guidelines

Social media can be a powerful method of communication, and a wonderful educational tool when used appropriately. The Homer Community School District encourages employees to use social media for these purposes. The District is providing the following guidelines to give direction for employees utilizing social media to engage and collaborate with students, parents, and others in a digital environment.

What is Social Media?

Social media is the term used to describe user created content online designed in a collaborative environment where users share opinions, knowledge, and information with each other. Tools include, but are not limited to:

- Blogs (Blogger, WordPress, etc.)
- Wikis (Wikispaces, Google Sites, etc.)
- Social Networking sites (Facebook, Ning, MySpace, Twitter, etc.)

- Photo and Video Sharing sites (YouTube, Flickr, etc.)
- Social Bookmarking (Diigo, Delicious, Pinterest)
- Podcasting and Vodcasting

Personal Responsibility

The lines between public and private, personal and professional, are blurred in the digital world. In the eyes of the public, faculty and staff members will always be considered District employees. It is important to remember that information produced by employees is a reflection on the entire District and is subject to the District's Acceptable Use Policy. Represent the district, the students and parents you serve in the best light. Respect the privacy and the feelings of others. Do not make comments about individual students or colleagues. Under no circumstance should offensive comments be made about students, colleagues, or the District in general.

A district's most valuable asset is its staff. What you publicize will reflect upon you and may reflect on the school. Free speech protects individuals who want to participate in social media, but the laws and courts have ruled that school districts can discipline employees if their speech, including online postings, disrupts school operations.

Your posts and comments should help build and support the school community. Do not comment on nor forward unsupported information, e.g. rumors. You are responsible for what you and others post, even if on a personal page. You should be certain it is accurate and supports your organization. It is a good idea to monitor your profile page to ensure that all material posted by others doesn't violate these guidelines. Once posted, you can't take it back. Write what you know to be accurate and add value to the discussion. Post something useful. Provide information and perspective. Be professional.

- Homer Community School District employees are personally responsible for the content they publish online. Be mindful that what you publish will be public for a long time—protect your privacy.
- Your online behavior should reflect the same standards of honesty, respect, and consideration that you use face-to-face.
- When posting to any form of social media, be sure you say that the information represents your own views and opinions and not the views and opinions of Homer Community School District.
- Remember that blogs, wikis and podcasts are an extension of your classroom. What is inappropriate in your classroom should be deemed inappropriate online.
- The lines between public and private, personal and professional are blurred in the digital world. By virtue of identifying yourself as a Homer Community School District employee online, you are now connected to colleagues, students, parents and the school community. You should ensure that content associated with you is consistent with your work at Homer Community School District.

- Blogs, wikis, and other social networks hosted outside of the Homer Community School District should not be used for internal, private communication between District employees.
- When contributing online, do not post confidential student information, whether it is internal school discussions or specific information about students or other staff.
- How you respond to a negative comment or criticism will say more about you and your character than what you post. When in doubt, it's best not to give it credibility by acknowledging it with a response publicly; perhaps a private response would be more appropriate.

Disclaimers

- Homer Community School District employees must include disclaimers within their personal blogs that the views are their own and do not reflect on their employer. For example, "The postings on this site are my own and don't necessarily represent Homer Community School District's positions, strategies, opinions, or policies."
- This standard disclaimer does not by itself exempt Homer Community School District employees from a special responsibility when blogging.
- Classroom blogs do not require a disclaimer, but teachers are encouraged to moderate content contributed by students.

Copyright and Fair Use

- Respect copyright and fair use guidelines. See [U.S. Copyright Office - Fair Use](#).
- A hyperlink to outside sources is recommended. Be sure not to plagiarize and give credit where it is due. When using a hyperlink, be sure that the content is appropriate.
- It is recommended that blogs be licensed under a [Creative Commons Attribution 3.0 United States License](#).

Profiles and Identity

- Remember your association and responsibility with the Homer Community School District in online social environments. If you identify yourself as a Homer Community School District employee, ensure your profile and related content is consistent with how you wish to present yourself with colleagues, parents, and students. How you represent yourself online should be comparable to how you represent yourself in person.
- No last names, school names, addresses or phone numbers should appear on blogs or wikis of District employees.
- Be cautious how you setup your profile, bio, avatar, etc.
- When uploading digital pictures or avatars that represent yourself make sure you select a school appropriate image. Also remember not to utilize protected images. Images should be available under Creative Commons license or your own.

Personal Use of Social Media such as Facebook, Myspace and Twitter

- Homer Community School District employees are personally responsible for all comments and information they publish online. Be mindful that what you publish will be public for a long time—protect your privacy.
- Your online behavior should reflect the same standards of honesty, respect, and consideration that you use face-to-face, and be in accordance with the highest professional standards.
- By posting your comments having online conversations etc. on social media sites you are broadcasting to the world, be aware that even with the strictest privacy settings what you ‘say’ online should be within the bounds of professional discretion. Comments expressed via social networking pages under the impression of a ‘private conversation’ may still end up being shared into a more public domain, even with privacy settings on maximum.
- Comments related to the school should always meet the highest standards of professional discretion. When posting, even on the strictest settings, staff should act on the assumption that all postings are in the public domain.
- Before posting photographs and videos, permission should be sought from the subject where possible. This is especially the case where photographs of professional colleagues are concerned.
- Before posting personal photographs, thought should be given as to whether the images reflect on your professionalism.
- Photographs relating to alcohol or tobacco use may be deemed inappropriate. Remember, your social networking site is an extension of your personality, and by that token an extension of your professional life and your classroom. If it would seem inappropriate to put a certain photograph on the wall - is it really correct to put it online?
- Microblogging (Twitter etc.) Comments made using such media are not protected by privacy settings as witnessed by the high profile cases with sports stars being disciplined for tweets expressing personal views. Employees should be aware of the public and widespread nature of such media and again refrain from any comment that could be deemed unprofessional.
- Employees should comply with all applicable policies and procedures with respect to the use of computers, networks, and all electronic devices when accessing social networks. Any access to personal social media activities while utilizing school resources must comply with those policies, and must not interfere with an employee’s duties at work.
- Employees’ utilization of school resources is subject to monitoring, including social network activity. Employees should have no expectation of personal privacy in any personal communication or post made through social media while using district resources.

Staff-Student Relations

Employees are prohibited from establishing personal relationships with students that are unprofessional and thereby inappropriate. Examples of unprofessional relationships include, but are not limited to:

- Employees fraternizing or communicating with students as if employees and students were peers such as writing personal letters or e-mails

- Personally texting or calling students, or allowing students to make personal calls to them unrelated to homework, class work, activities, or other school-related business
- Sending inappropriate pictures to students
- Discussing or revealing to students personal matters about their private lives or inviting students to do the same (other than professional counseling by a school counselor)
- Engaging in intimate or sexualized dialogue, whether in person, by phone, via the internet, or in writing.

Employees who post information on Facebook, MySpace or similar Web sites that include inappropriate personal information such as, but not limited to: provocative photographs, sexually explicit messages, abuse of alcohol, drugs or anything students are prohibited from doing must understand that if students, parents or other employees obtain access to such information, their case will be investigated by school and district officials.

Employees are discouraged from “friending” students on their personal Facebook account, or other social networking sites. “Friending” parents or guardians of students is also strongly discouraged. In the event you receive a “friending” request on one of these sites from a student, parent, or guardian, the following response could be used when denying the request.

As an employee of the Homer Community School District, our policies discourage me from “friending” students or parents on my personal Facebook page. I would encourage you to instead “like” the Homer Community Schools Facebook page to keep up to date on happenings at the school.

Social Bookmarking

- Be aware that others can view the sites that you bookmark.
- Be aware of words used to *tag* or describe the bookmark.
- Be aware of URL shortening services. Verify the landing site to which they point before submitting a link as a bookmark. It would be best to utilize the original URL if not constrained by the number of characters as in microblogs -- i.e. Twitter.
- Attempt to link directly to a page or resource if possible as you do not control what appears on landing pages in the future.

Instant Messaging

- Homer Community School District employees are required to get authorization to have instant messaging programs downloaded on their school computers.
- Homer Community School District employees also recognize this same authorization is required for access to instant messaging programs that are available through web interfaces with no download

- Avatar images and profile information should follow the same guidelines as the above *Profiles and Identity* section
- A written request must be submitted to the district Technology Coordinator for approval.
- When submitting a request to the Technology Coordinator please include your name, grade level, and provide a statement explaining your instructional purposes for using the program.

Requests for Social Media Sites

The Homer Community School District understands that 21st century learning is constantly changing technology and that many sites that are currently "blocked" by the Homer Community School District's internet filter may have instructional significance for teacher and student use.

- If you would like to request that another online site be accessible to use for teaching and learning, please submit a request to the district Technology Coordinator for review.
 - Requests will be reviewed and the district social media guidelines will be updated periodically throughout the school year.
 - A description should be provided of the intended use of the site and what tools on the site match your needed criteria.
 - A link to the sites privacy policy should be included if possible
-

This policy was adapted from the following sources:

- [Social Media Guidelines for Schools](#) Wiki
- [Social Media for Schools](#) Wiki Spaces
- [Papillion - La Vista Schools](#)

Academic Matters

Measuring and Reporting Academic Achievement

Grades and Grading.

Measuring and accurately reporting the level of each student's academic achievement is of critical importance to students, parents, staff, the board of education and community. To this end, each teacher shall develop a variety of assessment instruments and techniques to measure student achievement in the curriculum adopted and implemented by the school district, record the results of such assessment, and report such results on report cards. Teachers should endeavor to measure student learning and understanding on a frequent basis during each quarter to provide an accurate evaluation of each student's academic achievement for that period.

Recording Grades.

Each teacher shall record grades in the Daily Class Record (PowerSchool). A sufficient number of grades must be recorded in the grade book to justify all quarter and semester grades for each student. Assignments are to be monitored daily and it is recommended that the teacher record at least two grades per week. GRADES MUST BE RECORDED FOR ALL CURRICULAR AREAS. Please keep consistent and complete records. Teachers must be able to support and justify the grades that each individual student earns.

Grade Scales.

Teachers are to use only the grading scales set forth below. Any deviation from the grade scale shown must be approved by the building principal.

STUDENT EVALUATION SCALES

The grade scales to be used for reporting student progress are as follows:

Grades Kdg.- 2			Grades 3— 5		Grades 6 – 12	
PF	80 - 100	Proficient	100	A+	100	A+
PG	70 – 79	Progressing	93-100	A	93-100	A
E	69 or below	Emerging	90-92	A-	90-92	A-
			87-89	B+	87-89	B+
			83-86	B	83-86	B
			80-82	B-	80-82	B-
			77-79	C+	77-79	C+
			73-76	C	73-76	C
			70-72	C-	70-72	C-
			67-69	D+	67-69	D+
			63-66	D	63-66	D
			60-62	D-	60-62	D-
			60 or below	F	60 or below	F

The preceding grade scales are expected to be used according to the following guidelines:

1. No other grade scales are to be used on official records or reports. Any deviation from the grade scale shown must be approved by the building principal.
2. "Failing," "unsatisfactory" or equivalent terms indicate that student performance does not meet the minimum requirements established for the course. A final grade of "failing" or "unsatisfactory" in a credit-bearing course means that credit hours will not be granted.
3. The grade given at the end of each reporting period is considered an evaluation of the pupil's status at the time (for example, the final mark in a semester course is an evaluation of the pupil's status as of the close of the semester; not just an average of two nine-week marks).
4. Teachers may exercise professional judgment in distributing grades. Grades are not expected to be distributed on a normal curve.

Transfer Grades.

A student transferring into Homer Community School will begin with the grade they had earned from their previous school. A student transferring into Homer Community School at the fifteen-to eighteen-week time period will have all passing grades on transcript from an accredited school accepted for semester credit. Transferred grades must be approved by the guidance counselor or principal.

Reports to Parents. Grades are assigned on a quarter (9 weeks) and semester basis (18 weeks). Credits are assigned on a semester basis (18 weeks). Reports are sent to parents at the close of each nine weeks during the school year; the reporting periods are referred to as first quarter, second quarter/first semester, third quarter, and fourth quarter/second semester.

The grade reports are produced from information supplied by teachers and distributed to students at school or are mailed to parents.

All term or mid-quarter grades are calculated on a cumulative basis; i.e., the grade given at the end of the first quarter represents an evaluation of work done during that quarter, and the grade given at the close of the semester represents an evaluation of all the work done during the entire eighteen weeks.

The end-of-quarter and end-of-semester reports are directed to parents, not to students. Students probably know quite well how they stand in such areas as citizenship, attitude, cooperation, attendance, preparation of assignments, etc. The parents do not have this knowledge. If any such factors have significant bearing on the student's grades or their relationship with teachers, parents should be notified in writing. The communication may call attention to deficiencies, faults, or failures; or they may be commendatory in nature. If carefully prepared, they can be most valuable. Parents need to have information about areas of strengths and areas needing improvement and progress being made by their child. For their instruction, and for our ultimate well-being, if and when problems arise, it is essential that the reports be as informative as possible. Teachers should, in all cases, plan to keep on file duplicate copies of the notes which are sent to parents.

Please accept, cooperatively and professionally, the responses that parents may make subsequent to the distribution of term or mid-quarter reports. Parents are not always helpful or reasonable under these circumstances but they do need information and direction. Please encourage parents to discuss their student-centered problems with you and give them all possible assistance.

Mid-Quarter Progress Reports to Parents

Mid-quarter progress reports are prepared at or near the middle of the fourth week of each quarter. These reports will be mailed to all parents.

Notification of the Potential of Failure

Parents or guardians are to be contacted by the teacher, guidance counselor or principal as soon as a student becomes at risk of failing a class. This can be done via phone contact, email or letter. A report card should never be the first communication a parent receives regarding a failing grade.

Elementary Homework Policy

Homework outside of school is used for the following purposes: enrichment, review, and reinforcement of concepts that were taught throughout the day. This may also include school work that was not completed within class. Homework should be finished neatly and in a timely manner. Homework is expected to be turned in the following morning unless this is specified by the teacher. Every student is different and we understand that every child may have different amounts of homework per night. It is the teacher's discretion whether homework will be assigned or not. The following time allotment guide is recommended for students to devote to homework each night. It is important to note, these are suggested on task times:

- Kindergarten - 10 minutes
- 1st Grade - 10 minutes
- 2nd grade - 20 minutes
- 3rd grade - 30 minutes
- 4th grade - 40 minutes
- 5th grade - 50 minutes

Daily homework can be expected Monday through Thursday. It is teacher discretion whether or not homework will be assigned on Friday. Weekend/vacation homework may be necessary for continuation of learning. This may include daily reading assignments, long-term projects/assignments, or preparing for upcoming assessments.

Parent involvement is a vital component to a student's academic success. We highly encourage parents to read to or have their child(ren) read 20 minutes nightly. This assists with language and brain development, increases vocabulary, expands understanding of the world around them, and provides time to develop strong family bonds.

Parent-Teacher Conferences

Parent-Teacher conferences are a critical opportunity for teachers to dialogue with parents (or guardians) of students regarding student achievement and learning. To this end, Parent-Teacher conferences will be scheduled each semester and held during the school year. Teacher attendance at Parent-Teacher conferences is mandatory. A teacher may only be excused from attendance at Parent-Teacher conferences in writing by the Superintendent. Teachers are expected to be prepared for such conferences. Being prepared includes having completed grade books which include all student assignments, work or tests completed within five (5) days of the date of the Parent-Teacher conference.

School Facilities and Equipment

Care of School Property

Teachers are responsible for proper care of all books, equipment, supplies and furniture supplied by the school. If an item is in need of maintenance or repair, a report should be made to the principal. If it is learned that a student has damaged school property or equipment, or if a staff member has damaged school property, it should be reported promptly to the principal so the item may be replaced or repaired if possible and appropriate responsibility for the cost of replacement or repair may be determined.

Copiers and Laminators

Several copiers are located throughout the building. The main copier/printer located in the Workroom is faster and more economical to use than the other copiers. It is always available to teachers and paraprofessionals. Secondary students working as teaching assistants may use this copier, but they should not be in the Workroom between the hours of 11:00 a.m. and 1:30 p.m. Elementary students should not be making copies on this or other copiers.

The color copier/printer located in the Guidance/District Office area should be primarily used for documents needing color. Printing or copying documents on this machine is more expensive and slower. Whenever possible, black and white printed documents should be made on one of the other copiers.

Laminators are for staff use only. No students, including teaching assistants, should be using them. Elementary students should not be using the copiers or the laminators.

Copyright and Fair Use Policy

It is the district's intent to follow the federal copyright law. Students are to be 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.

Drug-Free/Alcohol-Free Workplace

The district has established the school as a drug-free and alcohol-free workplace. The meaning of workplace for purposes of this policy includes school grounds, school parking lots, school owned or utilized vehicles, school sponsored activities, and locations off school property at which school-sponsored activities are held.

The unlawful manufacture, distribution, sale, delivery, disposition, possession, or use of a controlled substance or alcohol is prohibited in the workplace, which includes school grounds, school parking lots, school owned or utilized vehicles, school-sponsored activities and locations off school property at which school-sponsored activities are held. The possession, use, sale, delivery, distribution, disposition, possession, or use of illicit drugs or alcohol, the use of glue or aerosol paint, or any other chemical substance for inhalation, and being under the influence of illegal drugs, prescription drugs for which the individual does not have a valid prescription, prescription drugs being misused (use different than the use prescribed), alcohol, or inhalants, is prohibited in the workplace and in any place or location while teachers are on duty time, including but not limited to attending school-sponsored events. Any level of impairment from illegal drugs, illicit drugs, prescription drugs for which the individual does not have a valid prescription or which are being used contrary to the directions provided with the prescription, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or the presence of the smell of alcohol on a teacher in the workplace, on duty time, or at any school-sponsored activity, shall be a violation of the drug-free/alcohol-free workplace policy. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, teachers are expected to serve as role models for students and will be considered to have violated the district’s expectations in the event the teacher commits a criminal drug or alcohol offense off the work place or off duty time.

As a condition of employment, teachers will abide by the district’s drug-free/alcohol-free workplace policies and notify the superintendent of any criminal drug statute, ticket, arrest, or conviction no later than five (5) days after such occurrence. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed for violations of the district’s drug-free/alcohol-free workplace policies. Sanctions may include a requirement that the teacher complete an appropriate rehabilitation program, reprimand, suspension, non-renewal of the teacher’s contract, cancellation of the contract or termination of employment. Drug and alcohol counseling and rehabilitation and re-entry programs are available through local health agencies and participation in such may be required under certain circumstances. A certificated staff member’s person, workspace, and belongings may be searched, with or without permission, upon reasonable suspicion of a violation of this policy.

Safety

Accidents

Every accident which results in a personal injury must be reported to the Principal immediately. In the event the injury involves a student, the teacher responsible for the student either as teacher, coach or sponsor is responsible for making the report. If the injury occurs in the presence of the teacher, the teacher is also responsible for making a report.

Safety Guidelines

Guidelines for safe work practices which teachers should follow include the following:

1. Never stand on chairs, counters, tables, etc. Only use step stools, ladders and locking stools to stand, climb, etc., to reach high places, put things on bulletin boards, etc.
2. Always wear protective equipment (i.e., goggles, aprons, gloves, and ear protection).
3. Wipe up spills or report promptly to appropriate personnel. DO NOT assume someone else will do it.
4. Be aware of your surroundings. Pick up clutter, keep your work area or room clean and free of clutter, debris, etc.
5. Identify and report all hazards (i.e., broken equipment, broken or uneven floor surfaces, non-operating tools, windows, doors, etc.).
6. Do not use equipment if you are not familiar with it or operate machinery without proper training.
7. Do not carry heavy or bulky objects. Get a cart, dolly or assistance. Know how to properly lift.
8. Report any injuries or medical problems to your supervisor immediately and complete the employee accident report.
9. Wear seatbelts when in vehicles where provided.
10. Do not do repetitive tasks for long periods of time (i.e., keyboarding, cutting out things, filing, typing, etc.). Take breaks, learn and do stretching exercises, etc. 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.

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. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

Use of Personal Vehicles

Employees who drive school vehicles or volunteer to use their personal automobile to transport students must have a valid driver's license and proof of insurance. Permission to use personal vehicles must be obtained in advance from the superintendent or principal. Employees are to contact the business manager for the documentation required by the district. Teachers who drive school vehicles or transport students in their personal vehicles are responsible for following safe driving practices, including use of seat belts by all occupants, and are responsible for any injury or accident. Teachers are not to use cell phones while driving a school vehicle or while transporting children. Reimbursement for mileage will only be provided if a school vehicle is not available.

Security of Desks, Lockers, Etc.

Offices, teacher desks, lockers, file cabinets and other such storage devices (“storage devices”) are owned by the school and are to be properly cared for and maintained. Appropriate security measures should be used to protect school and personal property kept in storage devices from theft or vandalism and to protect confidential student records.

The school exercises exclusive control over school property and reserves the right to search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work-related purpose, such as to retrieve a file. School-related documents or records must remain readily available to administration and other appropriate school staff. Any personal items a teacher wants to have kept private should be kept in a separate personal storage device, such as a brief case, purse or backpack.

The district is not responsible for any personal property teachers may bring to school. Teachers are cautioned not to bring large amounts of money or items of significant value to school.

Smoke and Tobacco-Free Workplace

The use of tobacco products in the district’s buildings and on school grounds, all owned or leased facilities and vehicles is prohibited.

Use of District Computer Network and Internet

Employees have access to the district’s computer network and the Internet for the enhancement and support of student instruction. It is important to remember that the equipment and the software are the property of the school district.

In using the computers and the internet, employees are agreeing to the following:

1. Since copyright laws protect software, teachers will not make unauthorized copies of software found on school computers by any means. Employees will not give, lend, or sell copies of software to others unless the original software is clearly identified as shareware or in the public domain.
2. If an employee downloads public domain programs for personal use or non-commercially redistributes a public domain program, the teachers assumes all risks regarding the determination of whether a program is in the public domain.
3. Employees shall not access material that is obscene, child pornography or otherwise inappropriate matter for educational or work-related uses or contrary to the district’s mission. Employees are not permitted to knowingly access information that is profane, obscene or offensive toward a group or individual based upon race, gender, national origin or religion. Further, employees are prohibited from placing such information on the Internet.
4. Employees will protect the privacy of other computer users’ areas by not accessing their passwords without written permission. Employees will not copy, change, read, or use another person’s files.

Employees will not engage in “hacking” or otherwise attempt to gain unauthorized access to system programs or computer equipment.

5. Employees will not use computer systems to disturb or harass other computer users by sending unwanted mail or by other means.
6. Employees will not disclose their passwords and account names to anyone or attempt to ascertain or use anyone else’s password and account name.
7. Employees will not attempt to login to the system as a system administrator.
8. Employees understand that the intended use of all computer equipment is to meet instructional objectives.
9. Employees will not waste or take supplies, such as paper or toner that are provided by the district.
10. Employees will not use the network for financial gain or for any commercial or illegal activity.
11. Attempts to bypass security systems on computer workstations or servers, or vandalism will result in cancellation of privileges and may result in further consequences. Malicious attempts to harm or destroy data of another teacher, or data that resides anywhere on the network or on the Internet, or the uploading or creation of computer viruses are forbidden.
12. The district will not be responsible for any liabilities, costs, expenses or purchases incurred by the use of the district’s telecommunications systems such as the Internet. This includes, but is not limited to, the purchase of online services or products. The employee is solely responsible for any such charges. The employee’s acceptance of an email account is the acceptance of the employee’s agreement to indemnify the district for any expenses, including legal fees, arising out of the teacher’s use of the system in violation of the agreement.
13. The Internet will be supplied for your use on an “as is, as available” basis. The district does not imply or expressly warrant that any information you access will be valuable or fit for a particular purpose or that the system will operate error free.
14. The district is not responsible for the integrity of information accessed, or software downloaded from the Internet.
15. The district reserves the right to refuse posting of files, and to remove files.
16. The district further reserves the right to inspect an employee’s computer and computer usage at any time. Employees have no privacy rights or expectations of privacy with regard to use of the district’s computers or Internet system.
17. The computer system is not a public forum. It is provided for the limited purpose of advancing the district’s mission.
18. A technology protection measure is in place that blocks and/or filters Internet access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the district may also use other technology protection measures or procedures as deemed appropriate. The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed district training by the one proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of a building administrator. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

Any violation of any part of this agreement or any other activity which school administrators deem inappropriate will be subject to disciplinary action. Discipline could include but would not be limited to,

the immediate suspension or termination of the employee's Internet account and computer privileges, reprimand, suspension, or termination.

Use of School Facilities

Employees will be issued access cards or fobs to the school. Employees are expected to not lose their access cards or fobs and to not allow others to have access to or to use them. Employees are permitted to have access to school facilities during non-school time provided such access is for work-related purposes. When employees leave the building, they are to close all windows, lock their classroom door, and make sure that the entry door is fully closed and locked. This is especially important when employees are using the school facilities prior to the beginning of the school year and during any weekend or evening usage.

School property is to be used for approved work-related purposes and not for personal purposes or for personal gain or benefit. Use of school supplies (paper, staples, etc.), school equipment (copiers, fax machines, telephones, etc.), and school postage is to be used for approved school-related purposes only. Excess or surplus supplies or equipment, including items which have been placed in the trash, should not be removed for non-school use without approval from the administration.

Use of School Vehicles

Prior to approving mileage payments to individuals to use their personal vehicles to conduct school business, employees must first contact the office to ascertain if a school vehicle is available. If one is available, then employees must reserve the vehicle on the form located in the school office. The vehicle **must be returned on time** to insure those scheduled to use it later can be assured that the vehicle will be ready to go on time. If the fuel level is below three fourths of a tank, gas must be purchased before returning the vehicle. The mileage log book must be completed and left in the front seat of the vehicle. Any gas charge tickets must be turned in to the business manager. **School vehicles are to be used for school business only, not for any personal business or sightseeing tours.**

Use of Telephone and Electronic Devices

While employees are allowed to possess and carry electronic communications devices on school property, such possession and use are subject to the following rules:

District-Issued Communications Devices

- Communication devices issued by the district may include, for example, cellular telephones, walkie-talkies, personal digital assistants (PDA's) or laptop computers with "beaming capabilities," citizens band radios, either installed in vehicles or hand-held, and pagers/beepers.
- Employees in receipt of district-issued equipment shall be held responsible for the safekeeping of the equipment and exercise reasonable efforts to see that the equipment is not lost, stolen, or damaged. Reckless or irresponsible use of district equipment, resulting in loss or damage may result in the employee having to reimburse the district for any associated costs of replacement or repair.

- Any such devices issued shall be with the expectation that they are to be used, almost exclusively, for district-related business purposes and are not intended for personal use except in emergencies involving employee health or safety.
- District-issued equipment shall be used in a manner that does not disrupt instruction and should not be used during school-sponsored programs, meetings, in-services, or other events where there exists a reasonable expectation of quiet attentiveness unless there is a reason of personal health or safety involved.
- Any district-issued equipment is to be surrendered back to the district immediately upon request.

Personally Owned Electronic Communications Devices

- Employees may possess and carry personally owned cellular telephones, pagers/beepers, and PDA's or laptops with "beaming capabilities" during the school day on school property.
- Personally owned hand-held citizens band radios, portable police scanners, and long or short-range walkie-talkies should not be used or carried by employees on school property during the school day unless by specific permission of their immediate supervisor based on a personal health or safety need.
- Cellular telephones and pagers/beepers should not be used during the employee's normal duty times to send or receive messages of a personal nature, but such use is allowable during normal break times, lunch times, and preparation times. Use of cellular telephones or audible pagers/beepers should be curtailed during instructional time or at school-sponsored programs, meetings, in-services, parent/guardian conferences, or any other time when there would be a reasonable expectation of quiet attentiveness.
- Any employee violating the above rules may be subject to disciplinary action.

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.

Visitors

Employees are not to have visitors on school property except on a short-term basis and only with permission of the principal. Included in the definition of visitors are family members of the employee. Visitors should stop at the office and follow posted procedures for being on school property. Employees are not to bring their children to school with them in lieu of taking them to childcare.

Weapon-Free Workplace

The district prohibits any person except a law enforcement official from being in possession of a weapon at a school attendance facility, on school property, at a school-supervised activity, or at a school-sponsored function. Any employee found to be in violation of this policy shall be subject to disciplinary action, up to and including termination.

The term “weapon” means an instrument or object used, or which may be used, as a means of attack, defense, or destruction, including, without limitation:

- Any object which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or other means;
- The frame or receiver of any object described in the preceding example;
- Any firearm muffler or silencer;
- Any explosive, incendiary or gas (a) bomb, (b) grenade, (c) rocket, (d) missile, (e) mine, or similar device;
- Any bludgeon, sandclub, metal knuckles, or throwing star;
- Any knife other than as used for strictly instructional or personal care or eating purposes. A pocket knife with a blade of 2 ½ inches or more is a prohibited weapon. A switch-blade knife is prohibited regardless of size of the blade. A switch-blade knife is defined as a knife with a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of a knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;
- Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun; and
- An employee may possess mace or other similar chemical agents in quantity and/or concentration typically designed for individual personal defensive purposes shall not be considered as possession of a weapon. Possession of larger quantities and/or concentrations of mace or other similar chemical agents than is typically designed for individual personal defensive purposes will be considered as possession of a weapon. Usage of mace or other similar chemical agents will be considered as usage of a weapon if the usage is found to be for non-defensive purposes. An employee who is negligent in their possession of mace or other similar chemical agents will be subject to disciplinary action.
- A teacher may possess an item which may be considered a weapon where such item is used for instructional purposes and the teacher has received approval of the administration to possess the item, provided it is used in the manner approved and is maintained in such manner as the administration has directed.
- Any other object that is designed for or intended for use as a destructive or injurious device.

The phrase “possession of a weapon” includes, without limitation, a weapon in an employee’s personal possession, as well as in an employee’s motor vehicle, desk locker, briefcase, backpack, or purse.

Workroom

The Workroom also serves as a lunchroom for teachers and non-certificated staff. Employees are to make every effort to refrain from having students go to the workroom between 11:00 and 1:00 each day.

State and Federal Requirements

Anti-Discrimination and Harassment

Elimination of Discrimination

The Homer Community School District 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

The Homer Community School District is committed to providing a learning and working environment that is free from harassment based upon an individual's race, color, religion, sex, national origin, disability, marital status, or age. Harassment of employees and students on the basis of membership in a protected class will not be tolerated by the school district.

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, religion, disability, national origin, age, marital status, or sex 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.

Employees, students, volunteers or visitors who believe they have suffered harassment shall report such matters to the superintendent, investigator for harassment complaints. However, claims regarding harassment may also be reported to the principal, alternate investigator for harassment complaints.

Upon receiving a complaint, the investigator shall confer with the complainant to obtain an understanding and a statement of the facts. It shall be the responsibility of the investigator or alternate investigator to promptly and reasonably investigate claims of harassment. The superintendent shall take final action as appropriate. Information regarding an investigation of harassment shall be confidential to the extent possible, and those individuals who are involved in the investigation shall not discuss information regarding the complaint outside the investigation process.

No one shall retaliate against an employee or student because they have filed a harassment complaint, assisted or participated in a harassment investigation, proceeding, or hearing regarding a harassment charge or because they have opposed language or conduct that violates this policy. Employees whose behavior is alleged to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, discharge or other appropriate action. Other individuals whose behavior is alleged to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or board.

Complaint and Grievance Procedures

Employment related grievances or complaints shall be addressed through the administrative chain of command following the process set forth in this handbook as approved by the Board of Education. Certain types of grievances may also be addressed by state statute, and all such applicable statutes shall be followed, both by the employee and the district.

Confidentiality of Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age rights of access and confidentiality with respect to education records. Employees are expected to provide access rights and maintain the confidentiality of education records in accordance with FERPA and Board policy. Further information about FERPA and the district's policies under FERPA are found in board policy and in the student handbook.

Disclosure of 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. The district designates the following information as "directory information" and will give parents/guardians such information upon request:

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, along with information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree.
4. Whether the parent/guardian's 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 NCLB.

Grievance Procedure for Persons with a Disability

The Americans with Disabilities act (ADA) and Section 504 of the Rehabilitation Act address discrimination, harassment or failure to provide reasonable accommodations to persons with a disability. The following grievance procedure shall be used for resolution of complaints of alleged violations of the ADA or Section 504:

1. Complaints shall be filed with the ADA and Section 504 Coordinator. Complaints shall be made in writing, unless the complainant's disability prevents such, in which event the complaint can be made verbally.
2. Complaints shall set forth: (a) the name of the complainant, (b) the address and telephone number or other such information sufficient to enable the coordinator to contact the complainant, (c) a brief description of the alleged violation, and (d) the relief requested by the complainant.
3. Complaints shall be investigated by the coordinator or the coordinator's designee. Investigations shall be thorough, but informal, and the complainant shall be given a full opportunity to submit evidence relevant to the complaint.
4. The coordinator shall make a decision on the complaint within (30) days of the filing of the complaint, unless such time period is extended by agreement of the complainant. The decision shall be made in writing, shall set forth the coordinator's proposed resolution of the complaint, and shall be forwarded to the complainant.
5. The complainant shall have ten (10) days from the date of the coordinator's decision is sent to the complainant to accept or reject the coordinator's proposed resolution, and shall be deemed to have accepted the proposed resolution unless the complainant rejects the proposed resolution within such a time period. In the event the complainant rejects the proposed resolution, the complainant shall be given the opportunity to file a request for reconsideration within the (10) days from the date of the coordinator's division is sent to the complainant. The request for reconsideration shall be filed with the coordinator. The coordinator shall consider any additional information provided in the request for reconsideration and make a decision on the request for reconsideration within (10) days after the request for reconsideration was filed.

Notice of Non-Discrimination

Homer Community School District does not discriminate on the basis of race, color, national origin, gender, religion, disability, or marital status in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Gregg Cruickshank, Superintendent
PO Box 340, Homer, NE 68030-0340
402-698-2377

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and non-discrimination laws and policies, including but not limited to complaints of

discrimination, may also be directed in writing to the Director of the Kansas Office of Civil Rights, U.S. Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114, (816) 268-0550, the Nebraska Equal Opportunity Commission, State Office Building, 301 Centennial Mall South, 5th Floor, P.O. Box 94394. Lincoln, NE 68509-4934, (402) 471-2024 or (800) 642-6112 or by email to OCR.KansasCity@ed.gov.

The board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment. Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities includes comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, national origin, gender, religion, disability, age or marital status of the individual or individuals or creates an intimidating, hostile or demeaning environment for education.

Appendix

Board Policies

AGENDA

Policy 204.10

The tentative agenda for each board meeting shall state the topics for discussion and action at the board meeting. The agenda is part of the public notice of the board meeting and will be posted and distributed.

Persons requesting to place an item on the agenda must make a request to the superintendent prior to the drafting of the tentative agenda. The person making the request must state the person's name, address, purpose of the presentation, action desired and pertinent background information. Requests from the public may be added to the tentative agenda at the discretion of the superintendent after consultation with the board president. Requests received after the deadline may only be added to the agenda for good cause.

The tentative agenda and supporting documents shall be sent to the board members prior to the scheduled board meeting. These documents are the private property of the board member. Persons wishing to view the tentative agenda and supporting documents may do so at the principal office of the district.

The board shall take action only on the items listed on the tentative agenda posted with the public notice. Items added to the agenda may be discussed or taken under advisement by the board. If an added item is acted upon, the minutes of the board meeting shall state the reason justifying the immediate action. Only items of an emergency nature may be added to the agenda later than twenty-four hours before the scheduled meeting.

It shall be the responsibility of the board president and superintendent to develop the agenda for each board meeting.

A consent agenda may be used by the board for non-controversial business. The consent agenda will consist of routine business that requires action but not necessarily discussion. These items may all be approved at the same time. A board member may ask that any item be removed from the consent agenda. The removed item will then be placed on the regular agenda.

COMMUNICATION CHANNELS

Policy 301.04

Questions and problems shall be resolved at the lowest organizational level nearest to the complaint. School employees shall be responsible for conferring with their immediate supervisor on questions and concerns. Students and other members of the school district community shall confer with a certificated employee and then with the principal on questions and concerns.

If resolution is not possible by any of the above, individuals may bring it to the attention of the superintendent within 5 school days of their discussion with the principal. If there is no resolution or plan for resolution by the superintendent within 5 school days of the individual's discussion with the superintendent, the individual may ask to have the question or problem placed on the board agenda. The action of the board will be final.

It shall first be the responsibility of the administrators to resolve questions and problems raised by the employees and the students they supervise and by other members of the school district community.

EMPLOYEE COMPLAINTS

Policy 402.05

Complaints of employees against fellow employees should be discussed directly between employees. If necessary, complaints shall be brought directly to the immediate supervisor, principal or superintendent and shall be made in a constructive and professional manner. Complaints shall never be made in the presence of other employees, students or outside persons.

A formal grievance procedure is contained in the negotiated contract between the employee's certified bargaining unit and the board. This policy shall not apply to a complaint that has been or could be filed at the employee's discretion under that formal grievance procedure.

COMMUNICATIONS WITH EMPLOYEES

Policy 402.13

The Board desires to maintain open communication channels between itself and the staff.

The basic line of communication will be through the superintendent. The superintendent will develop and recommend to the Board processes for communications between the Board and district employees.

Communications or reports to the Board or Board committee from any staff member or members should be submitted through the superintendent. This procedure will not be construed as denying the right of any employee to address the Board about issues which are neither part of an active administrative procedure, nor disruptive to the operation of the district.

All official communications, policies and directives of staff interest and concern will be communicated to staff members through the superintendent. The superintendent will communicate as appropriate to keep staff fully informed of the Board's concerns and actions.

PUBLIC COMPLAINTS ABOUT EMPLOYEES

Policy 403.05

The board recognizes situations may arise in the operation of the school district which are of concern to parents and other members of the school district community. While constructive criticism is welcomed, the board desires to support its employees and their actions to free them from unnecessary, spiteful, or negative criticism and complaints that do not offer advice for improvement or change.

While speakers may during public meetings offer objective criticism of school operations and programs, the board will not hear personal complaints concerning district personnel nor against any person connected with the school system unless that complaint is an agenda item having followed the process described below. To do so could expose the board to a charge of being party to slander and would prejudice any necessity to act as the final review of administrative recommendations regarding the matter. The board president will direct the patron to the appropriate means for board consideration and disposition of legitimate complaints involving individuals.

Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the board. The board will not hear charges against employees in open session unless an employee requests an open session.

The board firmly believes concerns should be resolved at the lowest organizational level by those individuals closest to the concern. Whenever a complaint or concern is brought to the attention of the board it will be referred to the administration to be resolved. Prior to board consideration however, the following should be completed:

1. Matters concerning an individual student, teacher, or other employee should first be addressed to the teacher or employee;
2. Unsettled matters from (a) above or problems and questions about individual attendance centers should be addressed to the employee's building principal for certificated employees and the superintendent for support staff.
3. Unsettled matters regarding certificated employees for (b) above or problems and questions concerning the school district should be directed to the superintendent.
4. If a matter cannot be settled satisfactorily by the superintendent, it may then be brought to the board. To bring a concern regarding an employee, the individual may notify the board president for inclusion on the board agenda of a regularly scheduled board meeting in accordance with board policy 204.10.

CERTIFICATED EMPLOYEE EVALUATION

Evaluation of certificated employees on their skills, abilities, and competence shall be an ongoing process supervised by the building principals and conducted by approved evaluators. The goal of the formal evaluation of certificated employees, other than administrators, but including extracurricular employees, shall be improve the education program, to maintain certificated employees who meet or exceed board's standards of performance, to clarify the certificated employee's role, to ascertain the areas in need of improvement, to clarify the immediate priorities of the board, and to develop a working relationship between the administrators and other employees.

The formal evaluation criteria shall be in writing. The formal evaluation shall provide an opportunity for the evaluator and the certificated employee to discuss the past semester's performance and the future areas of growth. The formal evaluation shall be completed by the evaluator, signed by the certificated employee and filed in the certificated employee's personnel file. This policy supports, and does not preclude, the ongoing informal evaluation of the certificated employee's skills, abilities and competence.

The Superintendent will create an administrative regulation describing the procedure to be used for evaluations and including the evaluation instrument. At a minimum this will provide for evaluation of instructional performance, classroom organization and management, professional conduct, and personal conduct. It will provide for a written description of all noted deficiencies, specific means for the correction of the noted deficiencies and an adequate timeline for implanting the concrete suggestions for improvement. The teacher will be allowed to offer a written response. The regulation will also specify what training will be provided by the school district for evaluators.

It shall be the responsibility of the [superintendent; building principal] to ensure tenured certificated employees are evaluated once annually during a three-year rotation. The evaluation shall include an observation of one instructional period. Administration will conduct walkthroughs consistently throughout the year for all certificated employees.

New and probationary certificated employees shall be evaluated at least once each semester. This evaluation procedure will include at least one classroom observation for one period each semester.

The requirements stated in the Negotiated Contract between employees in the certified collective bargaining unit and the board regarding evaluation of such employees shall be followed.

Legal Reference: Neb. Statute 79-828; NDE Rule 34
Cross Reference: 406.02 Certificated Employee Qualifications, Recruitment, and Selection
406.09 Certificated Employee Probationary Status
408.05 Certificated Employee Reduction-In-Force

PUBLIC COMPLAINTS

Policy 1005.01

The board recognizes that concerns regarding the operation of the school district will arise. The board further believes that constructive criticism can assist in improving the quality of the education program and in meeting individual student needs more effectively. The board also places trust in its employees and desires to support their actions in a manner which frees them from unnecessary or unwarranted criticism and complaints.

Procedures for dealing with complaints concerning programs or practices should be governed by the following principles:

- where action/investigation is desired by the complainant, or where it seems appropriate, the matter should be handled as near the source as possible;
- complaints should both be investigated and, if possible, resolved expeditiously;
- complaints should be dealt with courteously and in a constructive manner; and,
- individuals directly affected by the complaint should have an opportunity to respond.

Specific procedures for handling complaints may be established in policies. The board, consistent with its board policy-making role, will deal with complaints concerning specific schools, programs or procedures only after the usual channels have been exhausted. Complaints regarding employees or complaints by students will follow the more specific policies 403.05 and 504.1 respectively.

When a complaint requiring attention is received by the board or a board member it will be referred to the superintendent. After all of the channels have been exhausted, the complainant may appeal to the board by requesting a place on the board agenda or during the public audience portion of the board meeting. If the complainant appeals to the board, the appeal shall be in writing, signed and explain the process followed by the complainant prior to the appeal to the board.

COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Individuals involved: _____

Date and place of incident or incidents: _____

Description of incident: _____

Name of witnesses (if any) _____

Evidence, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

EMPLOYEE GRIEVANCE FORM

Grievant Information

Employee Name: _____

Job Title: _____

Home Mailing Address: _____

Work Mailing Address: _____

Date, time and place of event leading to grievance:

Detailed account of occurrence (include names of persons involved, if any):

Please state policies, procedures, or guidelines that you feel have been violated:

Proposed solution to grievance:

The grievant should retain a copy of this form for his/her records. The signature below indicates that you are filing a grievance, and any information on this form is truthful.

Employee Signature

Date

Immediate Supervisor

Date

Homer Community School District 31R



TEACHER/EDUCATIONAL SPECIALIST EVALUATION

Educator Name:

Grade/Subject:

School(s):

Evaluator:

School Year:

Rubrics aligned to each indicator in the *Nebraska Teacher and Principal Performance Standards* can be found at <https://www.education.ne.gov/EducatorEffectivene>

Probationary

Permanent

Year 1 Year 2 Year 3 (locally determined)

Semester 1 (Formative-Ratings required)

Formative (Ratings optional)

Semester 2 (Summative-Ratings required)

Summative (Ratings required)

Nebraska Effective Practices. Probationary teachers are rated on the Effective Practices each semester based on at least one formal observation for a full instructional period and such other observation data or artifacts as may have been collected. Permanent teachers are rated on the Effective Practices at the end of the summative year.

STANDARD: (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"/> Highly Effective	The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, community context, and standards, and purposefully and consistently leads efforts to develop, test, model, or promote processes that support the growth of individual student learning, development, and achievement.
<input type="checkbox"/> Effective	The teacher consistently integrates knowledge of content, pedagogy, students, community context, and standards with the established curriculum to develop coherent and rigorous units, lessons, and activities that support the growth of individual student learning, development, and achievement.
<input type="checkbox"/> Developing	The teacher demonstrates a limited knowledge of content, pedagogy, students, community context, and standards, but consistently seeks necessary resources to build on experiences to integrate them with the established curriculum to develop units, lessons, and learning activities.
<input type="checkbox"/> Ineffective	The teacher displays a very limited knowledge of content, pedagogy, students, community context, or standards, and/or fails to develop coherent and rigorous units, lessons, and learning activities.

Comments (Required for Developing or Ineffective rating):

Click here to enter text.

STANDARD: (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.

Evaluator Rating	Description
<input type="checkbox"/> Highly Effective	The teacher creates and maintains an exceptional learning environment and purposefully and consistently leads efforts to develop, test, model, or promote processes that foster positive relationships, inclusivity, social emotional development, student engagement, and academic growth and achievement.
<input type="checkbox"/> Effective	The teacher consistently creates and maintains an effective learning environment that fosters positive relationships, inclusivity, social emotional development, student engagement, and academic growth and achievement.
<input type="checkbox"/> Developing	The teacher struggles to create and maintain an effective learning environment, but consistently seeks necessary resources to gain experience in building positive relationships, inclusivity, social emotional development, student engagement, and academic growth and achievement.
<input type="checkbox"/> Ineffective	The teacher fails to create and/or maintain a learning environment that promotes positive relationships, inclusivity, social emotional development, student engagement, and academic growth and achievement.

Comments (Required for Developing or Ineffective rating):

[Click here to enter text.](#)

STANDARD: (3) Instructional Strategies. The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement.

Evaluator Rating	Description
<input type="checkbox"/> Highly Effective	The teacher uses highly effective instructional strategies and purposefully and consistently leads efforts to develop, test, model, or promote processes that result in continuous growth in learning for each student.
<input type="checkbox"/> Effective	The teacher consistently uses effective instructional strategies that result in continuous growth in learning for each student.
<input type="checkbox"/> Developing	The teacher demonstrates limited knowledge of effective instructional strategies but consistently seeks necessary resources to gain experience in creating and utilizing strategies that result in continuous growth in learning for each student.
<input type="checkbox"/> Ineffective	The teacher displays a very limited knowledge of effective instructional strategies, and/or fails to utilize them to ensure continuous growth in learning for each student.

Comments (Required for Developing or Ineffective rating):

[Click here to enter text.](#)

STANDARD: (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"/> Highly Effective	The teacher effectively creates and uses multiple methods of formative, interim, and summative assessments to measure student progress, and purposefully and consistently leads efforts to develop, test, model, or promote processes that foster disaggregation of data for use in planning, preparing for instruction, and reporting.
<input type="checkbox"/> Effective	The teacher consistently develops and uses multiple methods of effective formative, interim, and summative assessments to measure student progress and disaggregates data for use in planning, preparing for instruction, and reporting.
<input type="checkbox"/> Developing	The teacher demonstrates limited knowledge of the various methods of assessment, but consistently seeks necessary resources to gain experience in creating and utilizing effective formative, interim, and summative assessments to measure student progress.
<input type="checkbox"/> Ineffective	The teacher displays a very limited knowledge of effective assessment strategies, and/or fails to utilize them to measure student progress.

Comments (Required for Developing or Ineffective rating):

[Click here to enter text.](#)

STANDARD: (5) Professionalism. The teacher exhibits a commitment to professional ethics and the school’s vision, mission and goals, participates in professional growth opportunities to support student and self-learning, and contributes to the profession.

Evaluator Rating	Description
<input type="checkbox"/> Highly Effective	The teacher demonstrates a commitment to professional practice and purposefully and consistently leads efforts to develop, test, model, or promote processes to support student and self-learning as a member of the professional community.
<input type="checkbox"/> Effective	The teacher consistently demonstrates a commitment to professional practice to support student and self-learning as a member of the professional community.
<input type="checkbox"/> Developing	The teacher inconsistently demonstrates the level of professional practice necessary for a member of this professional community, but consistently seeks necessary resources to gain experience in practices that support student and self-learning.
<input type="checkbox"/> Ineffective	The teacher fails to demonstrate the level of professional practice necessary for a member of this professional community.

Comments (Required for Developing or Ineffective rating):

[Click here to enter text.](#)

Evaluator's Comments:
Areas of Strength
Click here to enter text
Areas of Development
Click here to enter text

Employee Response to Evaluation
(Optional)
Click here to enter text.

- Plan for Improvement (Optional)
- Plan for Assistance

*007.06A1d—if plan for improvement or plan for assistance is indicated, the means for improvement and a timeline for implementation will be included.

Teacher/Specialist Signature: _____ **Date:** _____

Evaluator Signature: _____ **Date:** _____

My signature certifies that the evaluation results have been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in the evaluation.

FAMILY AND MEDICAL LEAVE ACT

FMLA requires the District to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons. Employees may also be eligible because of a qualifying exigency arising out of the fact that the spouse, son, daughter, parent, or next of kin of the employee is on covered active duty or has been notified of an impending call or order to covered active duty. Employees are eligible if they have worked for the District at least 12 months and worked at least 1,250 hours over the previous 12 months. The USERRA-protections for employees who miss work due to USERRA-covered military service extend to all military members. All periods of absence from work due to or necessitated by USERRA-covered service is counted in determining an employee's eligibility for FMLA leave.

BASIC REASONS FOR TAKING LEAVE: Unpaid leave must be granted for any of the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth.
- To care for your child after birth, or placement for adoption or foster care.
- To care for your spouse, son, daughter or parent, who has a serious health condition*.
- For a serious health condition* that makes you unable to perform your job.

*Definition of a serious health condition: A serious health condition is an illness, injury or impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with a least two visits to a health care provider or one visit to a regimen of continuing treatment, or capacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

MILITARY FAMILY LEAVE ENTITLEMENTS:

Families of members of the National Guard and Reserves are eligible for the normal 12 workweeks of FMLA leave while that family member is on **covered active duty or called to active duty status in support of a contingency operation. This leave may be used for "any qualifying exigency" arising out of the fact that the family member is on active duty or has been called to active duty, including: (1) short-notice deployment; (2) military events and related activities; (3) childcare and school activities; (4) financial and legal arrangements; (5) counseling; (6) rest and recuperation; (7) post-deployment activities; (8) to care for a military member's parent who is incapable of self-care and (9) additional activities not encompassed in the other categories, but agreed to by the employer and employee.

Special Leave entitlement: Employees who qualify under this FMLA provision are eligible to receive up to 26 weeks of unpaid FMLA leave to care for a covered service member. A covered service member is: (1) a current member of the Armed forces, including a member of the National Guard or Reserves

who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness. *** Or (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness. **

**The FMLA definition for "covered active duty" requires that the deployment must be to a foreign country to qualify for FMLA leave.

***The FMLA definitions of "serious injury or illness" for current service members and veterans are distinct from the FMLA definition of "serious health condition." The definition of serious injury or illness for a current service member and covered veterans includes injuries or illnesses incurred by a covered service member in the line of duty and injuries or illnesses that existed before the beginning of the member's active duty and were aggravated by service in the line of duty on active duty in the Armed Forces.

State Family Military Leave

Spouses or parents of persons called to military service lasting 179 days or longer are also entitled to take an unpaid leave of absence under Nebraska law. If a family member of a service member is eligible for leave under both the federal FMLA and the Nebraska family military leave law, the leave will be deemed to run concurrently (counted toward the employee's entitlement under both laws).

USE OF LEAVE:

Accrued paid sick and vacation leave will be substituted for unpaid leave first, but will run concurrently with the period of unpaid leave available under the act. Once the paid leave is exhausted, unpaid leave will be used and run concurrently with the period of unpaid leave available under the act. The FMLA year runs on a "rolling calendar" year.

Leave can be taken in one block of time, can be taken intermittently, or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

ADVANCE NOTICE AND MEDICAL CERTIFICATION: You may be required to provide advance leave notice and medical certification. Taking of leave may be denied if requirements are not met.

- You ordinarily must provide 30 days advance notice when the leave is "foreseeable." When this is not possible, your obligation is to provide as early of notice as is practical.
- The District may require medical certification to support a request for leave because of a serious health condition, and may require second or third opinions (at District expense) and a fitness for duty report to return to work.

- Upon notice of a request for leave and determination of the employee's eligibility for FMLA leave, superintendent will notify the employee of the eligibility determination. For eligible employees, the notice will include the date the leave begins, the maximum amount of FMLA leave available, any requirements to provide medical certifications, and other information as required by law.
- For covered active duty leaves, you must provide a copy of the military orders once they have been received, your obligation is to provide as early of notice as is practical.
- For covered active duty leaves for Rest and Recuperation (up to 15 days), you must provide a copy of the military member's Rest and Recuperation leave orders, or other military-issued documentation.

JOB BENEFITS AND PROTECTION:

- d) For the duration of FMLA leave, the District will maintain your health coverage under any "group health plan". The District and the employee continue to pay their respective portions of the premium during FMLA leave.
- e) Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.
- f) The use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of your leave.

Homer Community School Field Trip Request Form

Teacher _____

Class/Club _____

Date Request Submitted _____ Date of Field Trip _____

Destination Name _____

Destination address _____

Destination phone _____

Time of Departure _____ Return Time _____

Method of Transportation (if a bus is requested, a School Bus Transportation Request must be filled out) _____

Number of Students _____ Number of Adults _____

Educational Goal of Trip :

What method will you measure the achievement of the education goal?

Approved By: _____ Date _____

TURN IN TO YOUR PRINCIPAL 2 WEEKS IN ADVANCE OF TRIP.
SEND A COPY TO FOOD SERVICE 2 WEEKS IN ADVANCE OF TRIP

EMPLOYEE ABSENCE

PLEASE COMPLETE AND GIVE TO MR. COVIELLO OR MRS. UHL ANYTIME YOU WILL BE OUT OF YOUR CLASSROOM, WHETHER YOU HAVE A SUB OR NOT.

YOU MUST TURN IN BY THE DAY PRIOR TO YOUR ABSENCE.

DATE OF ABSENCE: _____

EMPLOYEE NAME: _____

REASON FOR ABSENCE: (please check one)

_____ Personal _____ Vacation

_____ Professional (Name and location of meeting or workshop you are attending) _____ (Do not include field trips or contests in this category – They should be considered Other)

To be completed by the principal for Professional Days Only:

Charge to the Following Grant:

Reap Grant _____

Other Grants (Specify Name) _____

_____ Bereavement (See Negotiated Agreement for qualifications)

_____ Sick (You may use sick days for illness in the immediate family – See Negotiated Agreement)

_____ Other – Field Trips – Competitions (Please Explain)

SUBSTITUTE NAME: _____

To Be Completed by the Principal:

Comments: _____

Paid: _____ Dock (Certified) _____ Unpaid (Classified) _____

Approval required by Principal and Superintendent:

Principal Approved: _____ Date: _____

Superintendent Approved: _____ Date: _____

**Homer Community School District
Personnel File Access Request Form**

Name: _____

Employee personnel files are school district records and are considered confidential records. Therefore they are not generally open to public inspection or accessibility. Employees of the Homer Community School District may review their Personnel Files according to Board of Education Policy 402.06 Employee Records. The review is not to include letters of reference.

The time and location of the review may be arranged by contacting the superintendent or business manager and will be at a time that does not require the employee to supervise or instruct students. An employee can request that items from the Personnel File, excluding letters of reference, be copied and given to the employee. The district has the right to charge a reasonable fee for each copy made.

My signature indicates my request to schedule a time to review my Personnel File.

Employee Signature: _____

Date Requested: _____

THE FOLLOWING IS TO BE COMPLETED BY DISTRICT OFFICE PERSONNEL

Date for Personnel File Review: _____

Time for Personnel File Review: _____

Location for Personnel File Review: _____

Superintendent's Signature: _____

HOMER COMMUNITY SCHOOL

Appendix A1

2023-2024 SALARY SCHEDULE									
4%	<u>BA</u>	<u>BA +8</u>	<u>BA +16</u>	<u>BA +24</u>	<u>MA</u>	<u>MA +8</u>	<u>MA +16</u>	<u>MA +24</u>	<u>MA +32</u>
1	\$43,900	\$45,656	\$47,412	\$49,168	\$50,924	\$52,680	\$54,436	\$56,192	\$57,948
2	\$45,656	\$47,412	\$49,168	\$50,924	\$52,680	\$54,436	\$56,192	\$57,948	\$59,704
3	\$47,412	\$49,168	\$50,924	\$52,680	\$54,436	\$56,192	\$57,948	\$59,704	\$61,460
4	\$49,168	\$50,924	\$52,680	\$54,436	\$56,192	\$57,948	\$59,704	\$61,460	\$63,216
5	\$50,924	\$52,680	\$54,436	\$56,192	\$57,948	\$59,704	\$61,460	\$63,216	\$64,972
6	\$52,680	\$54,436	\$56,192	\$57,948	\$59,704	\$61,460	\$63,216	\$64,972	\$66,728
7	\$54,436	\$56,192	\$57,948	\$59,704	\$61,460	\$63,216	\$64,972	\$66,728	\$68,484
8	\$56,192	\$57,948	\$59,704	\$61,460	\$63,216	\$64,972	\$66,728	\$68,484	\$70,240
9	x	\$59,704	\$61,460	\$63,216	\$64,972	\$66,728	\$68,484	\$70,240	\$71,996
10	x	\$61,460	\$63,216	\$64,972	\$66,728	\$68,484	\$70,240	\$71,996	\$73,752
11	x	x	\$64,972	\$66,728	\$68,484	\$70,240	\$71,996	\$73,752	\$75,508
12	x	x	x	x	\$70,240	\$71,996	\$73,752	\$75,508	\$77,264
13	x	x	x	x	x	\$73,752	\$75,508	\$77,264	\$79,020
14	x	x	x	x	x	x	\$77,264	\$79,020	\$80,776
15	x	x	x	x	x	x	x	\$80,776	\$82,532
16	x	x	x	x	x	x	x	x	\$84,288

Homer Community School Extra-Duty Schedule 2024-2025

Appendix B

YEAR	CATEGORY 1 14% of BA Salary Schedule plus experience years	CATEGORY 2 12% of BA Salary Schedule plus experience years	CATEGORY 3 10% of BA Salary Schedule plus experience years	CATEGORY 4 9% of BA Salary Schedule plus experience years	CATEGORY 5 8% of BA Salary Schedule plus experience years	CATEGORY 6 7% of BA Salary Schedule plus experience years	CATEGORY 7 6% of BA Salary Schedule plus experience years	CATEGORY 8 5% of BA Salary Schedule plus experience years	CATEGORY 9 4% of BA Salary Schedule plus experience years	CATEGORY 10 3% of BA Salary Schedule plus experience years	CATEGORY 11 2% of BA Salary Schedule plus experience years
1	14.00% \$6,398.00	12.00% \$5,484.00	10.00% \$4,570.00	9.00% \$4,113.00	8.00% \$3,656.00	7.00% \$3,199.00	6.00% \$2,742.00	5.00% \$2,285.00	4.00% \$1,828.00	3.00% \$1,371.00	2.00% \$914.00
2	\$6,653.92	\$5,703.36	\$4,752.80	\$4,277.52	\$3,802.24	\$3,326.96	\$2,851.68	\$2,376.40	\$1,901.12	\$1,425.84	\$950.56
3	\$6,909.84	\$5,922.72	\$4,935.60	\$4,442.04	\$3,948.48	\$3,454.92	\$2,961.36	\$2,467.80	\$1,974.24	\$1,480.68	\$967.12
4	\$7,165.76	\$6,142.08	\$5,118.40	\$4,606.56	\$4,094.72	\$3,582.88	\$3,071.04	\$2,559.20	\$2,047.36	\$1,535.52	\$1,023.68
5	\$7,421.68	\$6,361.44	\$5,301.20	\$4,771.08	\$4,240.96	\$3,710.84	\$3,180.72	\$2,650.60	\$2,120.48	\$1,590.36	\$1,060.24
6	\$7,677.60	\$6,580.80	\$5,484.00	\$4,935.60	\$4,387.20	\$3,838.80	\$3,290.40	\$2,742.00	\$2,193.60	\$1,645.20	\$1,096.80
7	\$7,933.52	\$6,800.16	\$5,666.80	\$5,100.12	\$4,533.44	\$3,966.76	\$3,400.08	\$2,833.40	\$2,266.72	\$1,700.04	\$1,133.36
8	\$8,189.44	\$7,019.52	\$5,849.60	\$5,264.64	\$4,679.68	\$4,094.72	\$3,509.76	\$2,924.80	\$2,339.84	\$1,754.88	\$1,169.92
	Athletic Director Lead Teacher Head XC Coach	All Head Coaches except XC SPED Dir.		Inst. Music Asst. XC Coach (2)	All Varsity Assistant Coaches Teammates Co. One Act Play 1=vh,gh,bb, wr 2=fb, 3=lr	Vocal Music Speech	Drill Team	Cheerleading Assessment Asst. Speech	JH Athletics Yearbook Musical Asst. One-Act	NHS Asst. JH FB PT Coaches SAT Chair (7-12) Asst. Cheer Student Council MTSS Co-Coordinator Rv,bb,gb,z	Quiz Bowl Tr. Meet Coord. Sr. Class Sponsor Jr. Class Sponsor

SET RATES

Sponsor: 7th Gr 8th Gr \$100.00	School Paper HAL \$500	ILCD Chair (1) \$200.00	SST* w/Students \$800.00	CIA Chairs (2) \$500.00	Out & Envr Chair \$200.00	Sfty & Cr Cr \$500.00	Tech Com \$100.00	ELL Co \$500	Title 1 Dir. \$750.00	Leadership Com \$250.00
Sponsor: Freshmen Sophomore \$150.00	Skills USA \$500.00	ILCD Com (5) \$100.00	Dual Credit \$500 / Sem	CIA Com (8) \$200.00	Out & Envr Com \$100.00	Sfty & Cr Com \$100.00	Elem Enrich Co \$250 per Q	Homeroom Co (1) \$500.00	Homeroom Int (2) \$500.00	Weight Room \$1,000
			PreK Advisory \$100	MTSS Team (5) \$500	Mentors & Mentees \$200					

*SST - Student Support Team

Updated 12/7/2018

BASE = \$43,700

Homer Community School



2024 – 2025
Student Handbook

Homer Community School Student Handbook

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District Student Handbook

General Information

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 Homer 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.

Mission Statement

The Homer Community School District provides a safe, supportive environment in which all students will develop the skills, knowledge, and integrity essential for a successful future. This includes educating students to:

- read with understanding,
- communicate clearly,
- solve problems effectively,
- think critically, and
- act responsibly.

Motto

“Committed to excellence, inspiring greatness, exceeding expectations”

School Improvement Goals

The school improvement goals of the Homer Community School District are:

1. Kindergarten through twelfth grade students will improve achievement in reading comprehension.
2. Kindergarten through twelfth grade students will learn appropriate positive behaviors for school as well as life-long behavior skills.

Members of the Board of Education

Mr. Paul Tighe	President
Mr. Byron Hall	Vice-President
Dr. Kristina Nelsen, PhD	Secretary
Mr. Aaron Reis	Treasurer
Mr. Tyler Kirkholm	Member
Mr. Ryan Harris	Member

Administrative Staff

Dr. Joey Lefdal – Superintendent
 Tom Coviello – Secondary Principal
 Abbie Uhl – Elementary Principal

Teaching Staff

Elementary

Preschool (4 YO)	Kaydee Heaton	Third Grade	Katie Curry
Preschool (4 YO)	Makayla Murphy	Third Grade	Trey Hermelbracht
Kindergarten	Katie Scott	Fourth Grade	Kassara Jump
Kindergarten	Brittini Olson	Fourth Grade	Keely Sanchez
First Grade	Brenda Boelter	Fifth Grade	Nicholle Olson
First Grade	Kayla Dorcey	Fifth Grade	Aspen Bennier
Second Grade	Angela Ford	Elem. Resource	Triece Krause
Second Grade	Kari Morgan	Title 1	Lark Rich
		K-5 Guidance	Veronica Schmidt

Junior/Senior High School

Spanish	Alisha McPartland	Science	David Dziurazwiec
Business/Computers	Aaron Sasges	Science	Jill Husienga
Industrial Technology	Austin Lambert	Social Studies	Bret Hightree
English	Stacy Delperdang	Social Studies	Trevin Launsby
English/Ath. Director	Dan Schmitt	Mathematics	Brian Ferris
English	Carrie Vanschoiack	Mathematics/Science	Nicole Launsby
Resource	Peggy Ter Wee	Mathematics/ Social Studies	Pat Wright
Resource	Kealy Ensminger	6-12 Guidance	Jeff Horner
JH Social Studies	Spencer Koehn		

Kindergarten through High School

Library/Media	Stacie Johnson	P.E. & Health K-12	Josh Watchorn
5-12 Inst. Music	Paige Moos	P.E. K - 12	Shawn Spurrell
K-12 Vocal Music	Bridget Anderson	Psychologist	Billie Hightree-Sitzmann
3-12 Art	Casey Tremayne	Speech Pathologist	Nikki Johnson

Student Entering and Exiting Facility

Beginning of School: Students will enter through the main school doors. Bussing students will enter through the south doors (elementary playground doors). Students eating breakfast should not be in the school prior to 7:30 a.m. All other students should not come to school prior to 7:45 a.m. unless they are scheduled to meet with a teacher.

During the School Day: **Students are to remain on campus unless excused in accordance with school policies.** This includes remaining on campus during the lunch period. Upon return to school during the day, the students are to sign into the office.

End of School: Regular school day ends at 3:20 for PK-5 students and 3:30 for 6-12 students. All after school activities will begin when designated by the sponsor. All other students must exit the building as soon as possible.

Academics

Comprehensive Assessment System

The Homer Community School District has a comprehensive assessment system which provides the school district with key information needed to insure the effectiveness of the district's improvement efforts and evaluate its overall performance. Students in all grade levels are assessed in curricular areas throughout the year to monitor student progress. Standardized assessments are given to students periodically throughout the school year. A normed and standardized achievement test is given to all students in grades 3 through grades 8 and grade 10 in high school. State tests are administered each spring to students in grades 3 through 8 and grade 11. Progress reports are provided to parents.

Copyright and Fair Use Requirements

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.

Attendance

Decision to Close School

If inclement weather or other event should necessitate the closing of school or a shortened schedule, notification will be made to the Sioux City news media. Recorded messages will also be delivered via School Reach to keep parents informed of changes in the school schedule or important events. Parents will be given as much advanced notice as possible. Parents should have a plan in place to accommodate these circumstances.

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 as any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather at any time during the school day. Students will typically not be dismissed from school during severe weather on the basis of a telephone request.

Parents should not call school or 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.

Every effort will be made to provide accurate and timely information through the media.

Absences

Absence Procedure

Regular and punctual student attendance is essential for a student's academic success and required by state law. Excessive and unnecessary absences and tardies can only hinder a child's growth in education. Students and parents are responsible for developing behaviors which will result in regular and punctual student attendance. The Homer Community School District will report as truant any student enrolled in the district over the age of 6 for excessive absenteeism. The term "excessive absenteeism" shall mean absences exceeding 10 days per semester or the equivalent.

Students coming to school after 10:00 A.M. or leaving before 1:00 P.M. will be recorded as absent for one half of a day. It will be considered a full day absent if a child leaves before 10:00 A.M. for the rest of the day.

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 by the Principal. All absences, except for illness and/or death in the family, require advance approval.
2. Unexcused Absences: An absence which is not excused is unexcused.

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

Any time a student is absent from school, it is the responsibility of the parent/guardian to call the school office to verify the student's absence. Please call before 8:00 A.M. on the day of the absence, include a general description of the reason for the absence. Failure to excuse a student's absence may result in the student serving detention, and/or loss of school privileges. The school will attempt to notify all students' families regarding periods of absence via the telephone.

Parents of elementary, middle, or high school age students can monitor their child's attendance/tardies on PowerSchool.

Excessive Absenteeism/Truancy

Students who accumulate five absences in a quarter or 10 absences per semester shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for all students. When a student has excessive absences, the following procedures shall be implemented:

Stage 1: The student has accrued 5 days of absences during the current school year.

- a. School staff reviews the student's attendance history.
- b. If appropriate, a school staff member (administrator, counselor, school psychologist) will contact the parent(s)/guardian(s).

Stage 2: The student has accrued 10 days of absences during the current school year.

- a. The school sends out the Stage 2 advisory letter to the student's parents/guardian(s).
- b. School staff reviews the student's attendance history.
- c. School staff may decide that the excessive absenteeism is justified due to medical reasons or that a meeting with the parents/guardians and student is necessary to develop a collaborative plan identifying and addressing barriers to attendance.

Stage 3: The student has accrued 15 days of absences during the current school year.

- a. The school sends out the Stage 3 advisory letter to the student's parents/guardian(s).
- b. School staff reviews the student's attendance history.
- c. School staff contacts the student's parent(s)/guardian(s) with regards to their child's continued problematic attendance and schedules a meeting with parent(s)/guardian(s) and their student to review the collaborative plan, discuss student's attendance, and make necessary changes if needed.

Stage 4: The student has accrued more than 20 days of absences during the school year.

- a. The school notifies the student's parent(s)/guardian(s) in writing prior to referring the student to the County Attorney.
- b. The school sends out the following documents to the County Attorney: the Stage 4 County Attorney Referral Letter, the collaborative plan and any amendments, the dates the attendance letters were sent, and the dates regarding meetings with the student and their parent(s)/guardian(s).
- c. The school sends the student's parent(s)/guardian(s) a copy of the County Attorney's referral letter.

Nebraska State Law, 79-209, allows schools to refer every student, whether elementary, middle, or high school age, who have been absent more than 20 days per year to the County Attorney. A referral to the County Attorney may be made by the school at Stages 1, 2, or 3 based upon a student's prior attendance history, if absences from previous school years were excessive.

Stage 2 Collaborative Plan Template -

<https://docs.google.com/document/d/1cBWSicBIJlxCVO4GvUAhHt3oGM6OXChBUpMZLap7Ljo/edit?usp=sharing>

Stage 3 Collaborative Plan Revision Template -

<https://docs.google.com/document/d/102wyXnn3ud5pVf-C8uwc6qBDKqU0CBgKOioB-NE-cF8/edit?usp=sharing>

Stage 4 - County Attorney Referral - Documentation

<https://docs.google.com/document/d/1gC8OF5V8UDV3CdlhMMxOifCrbz3EV6S1IWYktZtsQD4/edit?usp=sharing>

Exclusion from Class or Recess

The administration reserves the right to ask for a physician's justification for a student's exclusion from a class (i.e. physical education) or recess.

Leaving School

Students who must leave school for any reason during the school day must check out at the office before leaving. Students leaving school must be cleared in advance by a note or phone call from the student's parent or legal guardian. Upon returning to school that same day, students are expected to sign in at the office. Students who leave without permission and without signing out in the proper manner will be considered truant.

Make-Up Work

It is the responsibility of the student to check with each teacher and arrange for making up missed assignments. Written make-up work may be assigned for each day missed regardless of the type of absence. For excused absences, two school days will be allowed to make up the work for each day missed with a maximum of ten (10) days allowed to make-up work. If requested, assignment sheets will be prepared for students who are ill. Individual teachers do have the discretion to alter the time each student is allowed to complete missing assignments and receive credit. No assignment sheets will be sent out until after at least three (3) days of absence. If the parents or students have concerns prior to the three (3) days, they are encouraged to contact the teacher. For unexcused absences, the student will receive a failing mark for or in each class period missed. If make-up work is not completed, students will receive no credit for the work required.

Buildings and Grounds

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.

Bicycles, Skateboards, Scooters, Heely Shoes, and Rollerblades

Skateboards, scooters, shoes with wheels, and roller blades are not permitted at school due to safety concerns. If a student rides a skateboard to school, it must be stored in the student's locker, with a teacher or in the office. Students in second grade or above may ride bicycles to school. Bicycles must be parked in the racks provided. All bicycles should be equipped with locks. The school is not responsible for damage or theft of parts while bicycles are on school property.

Care of School Property

Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school. Students and their parents or guardians will be held responsible for damages to school property 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. 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.

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 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.

Smoke-Free Environment

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

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 extras, leave the money or valuables with a staff member in the school office for temporary and 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.

Video Surveillance

The Board of Education has authorized the use of video cameras on school district property and school buses 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 for investigation and/or prosecution.

Behavior Expectations and Student Conduct

Student Conduct Expectations

It is the expectation of the Homer Community School District that students display the conduct appropriate to contribute to a safe and effective learning environment. The District expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of the student will not be tolerated. 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.

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 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 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 who is on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.

Long-Term Suspension, Expulsions, and Mandatory Reassignment

Long-Term Suspensions

A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who is 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.

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 the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled 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 an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.

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, 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.

Summer Review

Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.

Alternative Education

Students who are expelled may be provided an alternative education program that will enable the student to continue academic work for credit toward graduation. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.

Suspension of Enforcement of an Expulsion

Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.

Students Subject to Juvenile or Court Probation

Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal’s designee shall meet with the student’s probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal’s designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

Other Forms of Student Discipline

Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, 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.

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 education process. Such conduct constitutes grounds for 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 a 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 (such as a gun or knife) or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
 7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, 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. 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.
 12. A 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 riding school buses or vehicles.
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 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 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.
19. Threats of violence made to students or staff that cause administration to question school safety. These threats can be made during the school day or outside of the school day. These threats could include harming or killing

a student(s) or staff member(s), inappropriate hand gestures, bomb threats, social media posts or 'liking' something on social media.

Additional Student Conduct Rules

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

Student Appearance and Dress Code

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

1. Clothing may not have obscene or suggestive language or pictures.
2. Clothing may not advocate the use of alcohol, tobacco, drugs or violence.
3. Hats are not to be worn inside the building at any time, but may be worn during school activities including athletic events if worn properly.
4. Pants, shorts, and shirts should not have large rips or tears in them.
5. Clothing should cover the entire midriff, backside, and all undergarments.
6. Shorts must be an acceptable length that when a student is seated the shorts cover at least two inches of skin on the leg.
7. No spaghetti strap style shirts.

The administration reserves the right to determine appropriate dress on a case-to case basis. 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.

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

If a student violates the dress code, he or she will have to change into appropriate attire. If the child has additional clothes at school, he or she may wear his or her clothes. If the child does not have additional clothes at school, he or she will be given clothes to wear for the remainder of the day. If a parent/guardian wants to bring the student clothes, that is at his or her discretion. Students will not be allowed to leave campus to change clothes.

Continual violations of the dress code will result in disciplinary actions under the Student Code of Conduct above. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in discipline, up to expulsion.

Bus Rules and Regulations

It is mandatory that students conduct themselves in a manner that is not likely to bring injury to themselves or

to others on the bus or on any other school-owned or provided vehicle being used for school purposes. Any behavior which might be distracting to the driver of a bus or other vehicles is specifically prohibited. All normal rules that pertain to the school day are to be observed and enforced during any school trip that utilizes school transportation.

The following rules are to be followed.

1. Students are to treat the bus driver and all students with respect.
2. The driver is in charge of all students on the bus. Students must obey the driver promptly and respectfully.
3. Students are to remain seated.
4. Students are to keep hands, feet, and all objects to themselves and inside the bus.
5. Students are not to tease, harass, bully, or fight with another student.
6. Students are to use quiet voices and appropriate language at all times.
7. There is to be no smoking or eating on the bus at any time.

All inappropriate behavior will be reported to the Principal. Consequences for inappropriate behavior include but are not limited to:

1. Warning by the driver or bus monitor
2. Seat reassignment and phone call to parent
3. Detention and phone call to parent
4. Student put on a bus contract and parent/driver meeting
5. Loss of privilege to ride the bus from two days to two weeks and parent/driver meeting
6. Loss of privilege to ride the bus for the remainder of the school year and parent/driver meeting

Public Display of Affection

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

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

Dating Violence

The Homer Community School District strives to provide physically safe and emotionally secure environments for all students and staff. Positive behaviors are encouraged in the education program and are required of all students and staff. Dating violence will not be tolerated.

Incidents of dating violence involving students at school will be addressed as the administration determines appropriate, within the scope and subject to the limits of the District's authority.

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

Personal Cell Phones and Electronic Devices

The use of electronic devices can be disruptive to the educational process and are items that can easily be 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 has established the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.

Homer Community Schools has adopted expectations to govern the possession and use of personal electronic devices on school premises. For the purposes of these expectations, "personal electronic device" means a privately owned device that is used for audio, video, text or other electronic communication or any other type of computer-like instrument.

Personal electronic devices may include but are not limited to:

- Existing and emerging mobile communication systems and smart technologies (cell phone, iPhone, Smartphone, internet-enabled phone, Smartwatches, headphones/earbuds such as AirPods, etc.)
- Handheld entertainment systems (video games, CD players, compact DVD players, MP3 players, earphones, etc.)
- Portable internet devices (mobile messengers, iPads, etc.)
- Current or emerging wireless handheld technologies or portable information technology systems that can be used for word processing, wireless internet access, image capture/recording, sound recording, and information transmitting/receiving/storing, etc.

Possession and Use of Personal Electronic Devices:

Homer Community Schools assigns Chromebooks and network access to all JH/HS students. Therefore, the use of student owned cellular devices is not necessary. Because cellular devices create an added distraction to the teaching and learning process, students are not permitted to use student-owned personal electronic devices, including cell phones during the school day (8:00am - 3:30pm).

Students may use cell phones or other electronic devices on the school sidewalks and in the common areas of the school before and after school, so long as they do not create a distraction or a disruption. Students may not use cell phones or other electronic devices while they are in locker rooms or restrooms. Students must comply with each teacher's classroom rules regarding cell phone use in class.

Students may not use cell phones or other electronic devices while riding in a school vehicle unless they have express permission to do so from the vehicle's driver.

Students are personally and solely responsible for the security of their cell phones and other electronic devices. The school district is not responsible for theft, loss, or damage of a cell phone or any calls made on a cell phone.

Students who violate these rules and regulations will have their cell phones or other electronic devices confiscated immediately. The administration will return confiscated devices after school to the offending student for the first violation. For subsequent violations, the administration will return confiscated devices to the offending student's parent or guardian after meeting with the parent or guardian to discuss the violation. Students who violate these rules and regulations may, at the discretion of the school's administration, be subject to additional discipline, up to and including suspension or expulsion.

Network, E-Mail, Internet, and Other Computer Use Rules

General Rules:

1. The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Parental permission is required for student use. Access for all staff and students is a privilege and not a right.
2. Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.
3. Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and insure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.
4. Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.
5. The district will not be liable for, and does not warrant in any way, purchases made by any user over the network. Users shall not make purchases of goods and/or services via the district's network.

Rules for Acceptable Use of Computers and the Network

The following are rules for acceptable use of computers and the network, including Internet in the Homer Community School District.

1. Users shall not erase, remake, or make unusable anyone else's computer, information, files, programs or disks. In addition to any other disciplinary action or legal action that may occur, any user violating this rule shall be liable

- for any and all damages to the computer, information, files, programs or disks.
2. Users shall not let other persons use their name, account, log-on password, or files for any reason (except for authorized staff members).
 3. Users shall not use or try to discover another user's account or password.
 4. Users shall not use the computers or network for non-instructional or non-administrative purposes (e.g., games or activities for personal profit).
 5. Users shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
 6. Users shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.
 7. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
 8. Users shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
 9. Users shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources. In addition to any other disciplinary action or legal action that may occur, any user violating this or any other rule shall be liable for any and all damages to the computer, network, information, files, programs or disks.
 10. Users shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teacher or network administrator.
 11. Users shall not take technology equipment (hardware or software) from the school grounds or remove such from computer work areas without written permission of the network administrator.

Expectations 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. These rules of behavior include (but are not limited to) the following:

1. Be polite. Do not become abusive in your messages to others.
2. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language, message, information or images.
3. Do not reveal your personal account, address or phone numbers, or that of other students.
4. Note that electronic mail (e-mail) is specifically not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities. Messages which violate the rules will result in disciplinary action.
5. All communications and information accessible via the network should be assumed to be private property of others.
6. Do not place unlawful information on any network system.
7. Keep paragraphs and messages short and to the point. Focus on one subject per message.

8. Include your signature at the bottom of e-mail messages. Your signature footer should include your name, position, affiliation, and network or Internet address.
9. Other rules may be established by the network administrators or teachers from time to time.

Penalties for Violation of Rules

All of the policies, rules, and procedures for acceptable use of computers and the network are intended to make the computers and the network more reliable for users. They are also intended to minimize the burden of administering the networks so that more time can be spent on education and enhancing services. Use of the computer and access to telecommunications resources is a privilege and not a right. Violation of the policies, rules, and procedures concerning the use of computers and the network may result in disciplinary action up to, and including, loss of access, suspension and/or expulsion of students from school and loss of access, suspension, termination, non-renewal or cancellation of the contract of administrators, teachers, or other school employees.

Student and Parent Agreements

Students and parents may be required to sign a computer and network use agreement as a condition of the student being permitted to use such equipment.

Academic Integrity

Requirements

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

Definitions

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

1. "Cheating" means intentionally misrepresenting 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.
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:
3. 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.
4. 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.
5. "Contributing" to academic integrity violations means to participate in 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.

Sanctions

The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

1. Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense 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.
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 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.

Activities

Extracurricular Programs

Extra-curricular programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. The Homer Community School District will adhere to the rules and regulations set forth in Title IX guidelines on sex discrimination as well as other pertinent rules and regulations.

Activity Philosophy

Activities are considered an integral part of the school's program of education which provide experiences that will help boys and girls 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. We believe that participation in activities, both as a player 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, to the team, to the student body, to the community and to 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 people and citizens.

Safety

The District's philosophy is also to maintain an activities program which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, and to exercise common-sense. In addition, the District requires that activity team members travel to and from out-of-town events as a unit. Any exceptions to this rule must be

approved by both the parents and the coach/sponsor and should be done in writing prior to the departure to the event. The note should be given to the Principal. Only those people involved with the activity will be allowed to travel in the school vehicle.

Activity Code of Conduct

Students are representatives of Homer School and must display good character at all times. This policy includes, but is not limited to, the following activities: basketball, cheerleading, drill team, football, one act play, speech, student council, class plays, volleyball, track, wrestling, golf, musicals, and jazz band. In order for students to represent Homer Community School, it is essential that they obey school, coach/sponsor, and team or specific activity rules, including but not limited to the following rules: Upon determination or finding by the administration that a student has used or possessed alcohol, tobacco, vape products, or illegal substances, or engaged in any illegal activity, the following procedure will affect all students enrolled at Homer Community Schools. This includes results of any Random Drug Testing. The summer months are also included in this policy and apply to the duration of the student's high school career.

Random Drug Testing

Mandatory Random Drug Testing Requirements for Students Involved in Extracurricular Activities- (Grades 9-12)

Mission Statement

The Board of Education for the Homer Community School District values students' participation in extracurricular activities. Such students, as role models for other students, are a key to our goal to provide the best possible educational program for our students. To achieve our goal and to maximize the skills and talents of our students, it is important that each student understands the dangers of drug and alcohol use. Participation in extracurricular activities is a privilege which can be taken away for failure to comply with this policy. The purpose of this policy is as follows:

1. To provide for the health and safety of all students;
2. To undermine the effects of peer pressure by providing legitimate reason for students to refuse use of illegal drugs and/or alcohol;
3. To identify students who use illegal drugs and/or alcohol; and
4. To encourage students who use illegal drugs and/or alcohol to participate in appropriate treatment programs.

School Year: From the first day classes commence in the fall, unless the activity begins prior to the first day of classes, in which event it shall include from the first day of practice through and including the last day of classes/activities in the following spring.

Activity Programs: Any activity that meets the guidelines of an extracurricular activity at Homer Community School, which shall include, but is not limited to, the following:

Basketball, Golf, Cheerleading, Musical, One Act Play, Track, Volleyball, Football, Speech, Jazz Band

Any student who participates in any extracurricular activity as herein before setting forth shall be a participant and his/her name shall be included in the participant pool. A participant shall enter the participant pool upon signing the attached consent for EXHIBIT A and returning said signed consent form to the Activities Director. A participant shall remain in the selection pool for an entire year (365 days) from the date the consent form is

returned to the high school Activities Director. A participant may be subject to testing at any time during said 365-day period. Any student who tests positive will continue to be tested through the summer. A student will be removed from the testing pool if he/she has quit an activity. Quitting the activity must occur prior to being selected for testing to be removed from the testing pool of students.

Sample Collection: Samples will be collected as directed by the random selection list on the same day the student is selected for testing. If the student is absent, an alternate will be selected in sequential order from an alternate list provided by the TPA. For urine drug testing, students will utilize the nurse's office or other secure bathroom. No other persons will be allowed in the bathroom/stall and the bathroom/stall door must be closed during the collection procedure. Alcohol testing will be completed in the nurse's office or other secure setting.

In the event the collector suspects an adulterated or substituted specimen or specimen is out of normal temperature range, the specimen will be processed and sent to lab for further testing. The collector will then initiate a second urine specimen collection to be sent to the lab with the original specimen. No direct observation of the student during the provision of the specimen (urination) will be conducted by the collector.

Random Pool Selection: The Superintendent or High School Principal will choose a Third-Party Administrator (TPA) for the purpose of determining through random selection the student(s)/participant(s) to be tested. This will be accomplished using a "State Student ID list", compiled by the district. From the 'State Student ID list', a random draw will be generated by the TPA and provided confidentially to the DPC at a frequency determined by the DPC. Eligible student population will be randomly tested throughout the academic year at a rate designated by the DPC. Eligible students will be subject to random testing on any given day school is in session. There will be no student names used in the random pool selection only State Student ID numbers.

Medical Review Officer (MRO): Homer Community School will utilize an MRO to review all laboratory-reported positive tests. The role of the MRO is critical to protect the interest of the student and determine whether the use of a substance identified by the sample analysis is from illicit use or a legitimate medical use. The MRO will demonstrate his/her knowledge by being certified by an MRO Accreditation body. The MRO/MRO assistant will report test results to the DPA or other designated school representative.

Scope of Tests: The drug screen tests for one or more illegal drugs and/or alcohol. The Drug Program Coordinator shall determine which illegal drugs shall be screened, but in no event shall that determination be made after selection of students for testing. Student samples will not be screened for the presence of any substances other than an illegal drug or for the existence of any physical condition other than drug use.

Non-Punitive Nature of Requirements: No student shall be penalized academically for testing positive for illegal drugs or alcohol. The results of drug tests pursuant to this policy will not be documented in any student's academic records. Information regarding the results of drug tests will not be disclosed to criminal or juvenile authorities absent legal compulsion by valid and binding subpoena or other legal process, which the district shall not solicit. In the event of service of any such subpoena or legal process, the student and the student's custodial parent or legal guardian will be notified as soon as possible by the district.

Drug Screening Procedures

General Policy: Practical experience and research have proven that even small quantities of narcotics, abused prescription drugs or alcohol can affect judgment and reflexes which can create unsafe conditions for students, especially those involved in sports, or any activity covered in this policy. Even when not readily apparent, the effect can have serious results for students engaged in activities. Drug-using students participating in extracurricular activities are a threat to co-participants, other students, and themselves, and may make injurious errors. For this reason, the Board expects all students participating in extracurricular activities to remain substance-free.

Prohibitions: All students participating in extracurricular activities are prohibited from using, possessing, distributing, manufacturing, or having controlled substances, improperly used medications, or any mind/mood altering or intoxicating substances present in their system.

Alcohol Use/Possession: All students participating in extracurricular activities are prohibited from possessing or using alcohol.

After School Hours of Conduct: After-school hours use of drugs, alcohol, or any other prohibited substances is illegal. All students participating in extracurricular activities should realize that these regulations prohibit all illicit drug use during and away from school activities.

Procedures:

1. All Current Students Participating in Extracurricular Activities

A. Random Testing

The Homer Community School District authorizes random unannounced screening of all students participating in extracurricular activities. The list of students participating in extracurricular activities contained in the random pool will be updated upon receipt of a signed consent form. Students participating in the extracurricular activities who have been selected will be required to report to the designated collection site for testing.

B. Consent

Each student wishing to participate in any extracurricular activity and the student's custodial parent, or legal guardian shall consent in writing to drug testing pursuant to the district's drug testing program. Written consent shall be in the form attached to this policy as EXHIBIT A. No student shall be allowed to participate in any extracurricular activity absent such consent.

C. Removal from the Random Testing List

Students who quit an activity, prior to being selected for random testing, may request their name be dropped from the testing list. However, students may volunteer to remain in the pool even though he/she is not part of the activity.

D. There is an obligation to continue support for students who test positive. Drug testing during the summer will provide another reason for a student to refrain from the use of drugs or alcohol. Any student who has tested positive during a random test will continue to be tested through the summer months under the guidelines established herein. The Drug Program Coordinator will contact the student to establish a location and time for the test to take place.

2. Testing Procedures

A. General Guidelines

The Homer Community School Board shall rely, when practical, on the guidance of the Medical Review Officer in developing a consistent collection and testing protocol.

B. Substances

The substances monitored through testing include: alcohol, amphetamines, cannabinoids, cocaine, opiates, synthetic opiates and PCP, and other substances such as but not limited to steroids, barbiturates, and benzodiazepines without advance notice as part of tests authorized by the Board for safety purposes. Such

tests will be coordinated with the Drug Program Coordinator.

C. Testing Procedure

The Board reserves the right to utilize breath, saliva or urine testing procedures with initial screening to be completed by instant test methods. Test results which screen non-negative will be confirmed by GC/MS, evidentiary breath machine or other confirmatory testing methods.

Students selected for testing will be excused from class or activity practice, brought to the nurse or coach's office and instructed they have been randomly selected for testing on that day. Students will not be allowed to leave the testing area unescorted at any time prior to the test administration once they are aware they are to be tested. After completion of the test, the student will return to the class or activity.

3. Collection Sites

Drug test collections will be limited to secure bathroom locations at the school i.e. nurse's office. Alcohol testing will be completed in the nurse's office or other secure areas.

4. Collection Procedures

The TPA will provide a documented procedure for collecting and handling all specimens observing standard collection procedures. The collector will utilize an instant drug and/or alcohol screen kit and standard Custody and Control Forms for all students participating in extracurricular activities testing. If a sample tests negative, no other drug testing takes place on the sample. For 'non-negative' test results on an instant screen, forensic chain of custody/handling will be observed to maintain the integrity and confidentiality of the specimen sent for further analysis.

5. Return of Results

The specimen collector will transmit by a secure method the results of all tests to the MRO. The MRO will be responsible for reviewing the results of students. Prior to making a final decision, the MRO shall give the individual an opportunity to discuss the result. The MRO/MRO assistant shall report subsequent test results to the DPC.

Positive Results: Whenever a student's test results indicate the presence of an illegal drug (positive test), the following will occur: the custodial parent or legal guardian will be notified by the DPC and a meeting will be scheduled with the Homer Community School District's Activities Director (Drug Program Coordinator), the student, and the custodial parent or legal guardian. See Code of Conduct Violations Procedure.

Refusal to Submit to Drug Use Test: A participating student who refuses to submit to a drug test authorized under this policy, or fails or refuses to comply with any other provision of this policy (including counseling requirements), shall not be eligible to participate in any activities covered under this policy including all meetings, practices, performances and competitions for 12 months from the date of the violation, and qualifies as a positive test.

A student who is unable to provide a sufficient specimen sample for testing within a 3 hour period could be considered a refusal to test.

Adulteration/Substitution: A participating student found to adulterate/substitute a sample or with paraphernalia that would be used to adulterate/substitute a specimen will be subject to an offense like a positive test.

Prescription Drug Error: A student that is determined to have used a prescription drug without a legal prescription in their name will be given a positive test result by the MRO. If in meeting with the parent/guardian

it is determined that this is the result of a parent/guardian error and not an intended abuse of the substance, the following will occur: The parent will submit, in writing to the designated official, an explanation of the error

and recognition of the law regarding prescription drugs. Upon receipt of this document and recognition as a reasonable explanation by the DPC, activities will be lifted, and no assessment or intervention will be required. The student will undergo a follow-up drug screen at the parent's expense to ensure the banned substance(s) are gone or in decay. Upon completion of these requirements, this positive test will be removed from the student's record. This rule may only be applied one time in a student's enrollment with the school district. Further errors ruled positive by the MRO will constitute the actions listed above.

Appeal: A student participating in extracurricular activities determined by the Principal or Drug Program Coordinator to be in violation of this policy shall have the right to appeal the decision to the Superintendent or his/her designee(s). Such request for the review must be submitted to the Superintendent in writing within five (5) calendar days of notice of the positive test. A student requesting a review will remain eligible to participate in any extracurricular activities until the review is completed. The Superintendent or his/her designee(s) shall then determine whether the original finding was justified. No further review of the Superintendent's decision will be provided, and his/her decision shall be conclusive in all respects. Any necessary interpretation or application of this policy shall be in the sole and exclusive judgment and discretion of the Superintendent which shall be final and non-appealable.

Record Keeping and Confidentiality: All records pertaining to participants shall be kept separate from the student records. The record keeping and results of all testing will be held in the strictest confidence. These records will be accessible to only the Drug Program Coordinator or his/her designee. Records pertaining to a particular student will be destroyed upon his/her graduation from the Homer Community School, or one year after his/her class graduation.

6. Severability

Should any sentence, clause, provision, or paragraph of this entire document be deemed unlawful or unconstitutional, it is intended that, insofar as may be practical, the remaining portions of this policy shall remain in full force and effect.

Determination of a violation will be based upon:

The admission by the student, or investigation by school officials (substantial information from law enforcement agencies, school staff, or administration that the Activity Code of Conduct has been violated). During the course of the investigation of the alleged violation of this policy, the affected student will be informed of the allegations, either orally or in writing. The student will then be provided with an opportunity to informally tell the administration the student's version of the events in question.

Honesty Clause – We want to encourage students to be honest with the school regarding violations of the ALCOHOL, TOBACCO AND ILLEGAL SUBSTANCES Policy. Students who make a **timely admission** to school administration regarding a 1st or 2nd violation will receive discipline/suspension under the – “with admission” categories.

Timely Admission – The student admits to the school administration within 72 hours of the presumption of the alleged violation by the student.

First Violation (with admission): (violation will be served at the athlete's highest level of participation. I.e. Student participates at both JV/Varsity level; student is exempt from all levels of participation until varsity suspension is fulfilled).

Football – 2 games Volleyball – 4 games Basketball – 4 games Track – 2 meets Golf – 2 meets Wrestling – 3 meets Speech – 2 meets Drill Team – 2 performances

Fine Arts & Other Groups - 1 event (One Act Play, Jazz Band, Student Council, Musicals)

First Violation (without admission): The student shall be suspended from participation in any school – sponsored activity from the date of discovery (determination of a violation) for twenty (20) consecutive school days.

Second Violation (with admission): The student shall be suspended from participation in any school sponsored activity from the date of discovery (determination of a violation) for ninety (90) consecutive school days.

Second Violation (without admission): The student shall be suspended from participation in any school sponsored activity from the date of discovery (determination of a violation) for one hundred eighty (180) consecutive school days.

Third Violation (with or without admission): Will result in permanent suspension from all activities for high school career.

Regulations regarding suspension from extra-curricular events: If the student is not currently involved in any extracurricular events when the violation occurs they will serve the suspension during the next performance/contest they are involved with. If an activity season ends prior to completion of the suspension, there will be a carry over to the next activity in which the student is participating. The suspension must be completed within ninety (90 consecutive school days) of discovery. If the next activity season begins within these ninety (90 days), the suspension will be completed during that season. Also, the student will be required to complete the activity in which they are participating, or the suspension served during that season will be invalid. If a student is involved in more than one extra-curricular activity at the same time, they are to miss the required amount of events or days for each activity. I.e. A student is out for jazz band and basketball, that student will sit out the required basketball games and also miss the next jazz band performance.

- Offenders of the Activity Code of Conduct will lose the opportunity to earn local awards including varsity letters in activities which he or she has been suspended.
- Any student in grades 6-12 who anytime during the calendar year: (1) violates any school rule, (2) engages in any unlawful conduct under State or Federal Law, (3) fails to display good character and citizenship, or (4) fails to follow reasonable rules or regulations adopted by the coach or activity sponsor, may be disciplined by suspension or expulsion as little as ten (10) school days up to and including expulsion from all activities for the student's high school career as determined appropriate by the superintendent or the superintendent's designee.
- The Homer Community School District has very high expectations of our students. We believe that it is a privilege to participate in our extra-curricular and co-curricular activities. If the student participant does not maintain a minimum level of academic standing, they will not be able to participate in these activities.
- All suspensions (ISS or OSS) will result in ineligibility for the next contest/performance of that activity within that season and be required to attend all practices.
- Students will be required to practice but not participate in activities until all violations are cleared by the administration. Students will not be permitted to serve their suspension by joining an activity after the start date for practice of the activity.

Other

Complaint Process for School District

The proper procedures for a parent or student to make complaints or raise concerns about school staff or the school programs or activities are set forth below. Other procedures exist to address discrimination or harassment, the bullying of students, and to challenge disciplinary actions, and such other procedures should be used to address those types of concerns.

Complaint Procedure

1. Step 1. Have a scheduled conference with the staff person involved in the complaint matter.
2. Step 2. Appeal to the Principal if the matter is not resolved at Step 1.
3. Step 3. Appeal to the Superintendent if the matter is still unresolved at Step 2.
4. Step 4. Appeal to the Board of Education if the matter is still unresolved at Step 3. Written appeal should be made within five (5) days of the Superintendent's decision.

Conditions Applicable to All Levels of Complaint Procedure

All information to be considered at each appeal step should be placed in writing in order to be most effective. Appeal decisions shall be expedited as quickly as possible. A decision at any level should be rendered within ten (10) calendar days, unless a legal hearing is requested or required.

Insurance

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

Multicultural Policy

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

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

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

Notice to Parents of Students in Programs Receiving Title 1 Funding

Staff Qualifications

Parents may request, and the District will provide the parents of students attending any school receiving Title I funds on request (and in a timely manner), information regarding the professional qualifications of the

student's classroom teachers, including at a minimum, the following:

- (A) Whether the student's teacher
 - (i) Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - (ii) Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - (iii) Is teaching in the field of discipline of the certification of the teacher.
- (B) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Testing Opt-Out

Parents may request, and the District will provide the parents of students attending any school receiving Title I funds on request (and in a timely manner), information regarding any State or District policy regarding student participation in any State or District assessments, including the District's policy and procedure on the parental right to opt the child out of such assessment(s). The District shall also make widely available through public means (including by posting in a clear and easily accessible manner on the District's website) information on each State or District assessment, including:

- (A) The subject matter assessed;
- (B) The purpose for which the assessment is designed and used;
- (C) The source of the requirement for the assessment;
- (D) The amount of time students will spend taking the assessment, and the schedule for the assessment; and
- (E) The time and format for disseminating results.

Language Instruction Programs

If the District receives Title I funds, parents of English learners will be informed regarding how the parents can:

- (A) Be involved in the education of their children; and
- (B) Be active participants in assisting their children to –
 - (i) attain English proficiency;
 - (ii) achieve at high levels within a well-rounded education; and
 - (iii) meet the challenging State academic standards expected of all students

The District will also inform parents of an English learner identified student of opportunities to participate in various school programs, as set forth in ESSA.

Please contact the administrative office to receive the foregoing information.

Student Fees

The Board of Education of Homer Community School has adopted this student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act. The District's general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution. 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. Such student and parent contributions have included: students coming to school with the basic clothing and personal supplies to be successful in the classroom (clothing, shoes, pencils, pens, paper, notebooks, calculators, and the like), students bringing their own or paying the reasonable cost of specialized equipment or supplies for the personal preference or personal retained benefit of students (for example, band equipment, locker deposit

or rental fees, shop class materials where the student keeps the product, and college tuition or fees for college credit for advanced placement courses or correspondence courses), students providing their own specialized clothing and equipment to be prepared for the extracurricular activities in which they choose to participate (sporting apparel, including shoes, undergarments, and the like), and assisting with special programs, such as field trips, summer school, school dances and plays. The Districts general policy is to continue to encourage and to require, to the extent permitted by law, 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. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics. A copy of the Board of Education Student Fees Policy is found in the Supplement section of this publication.

Guidelines for Clothing Required for Specific Course and Activities

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

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

Personal or Consumable Items

Students have the responsibility to furnish any personal or consumable items for participation in the courses and activities provided by the District. This includes the responsibility to furnish minor personal or consumable items including, but not limited to, pencils, paper, pens, erasers, and notebooks. Equipment or supplies of a specialized nature for certain courses (for example, protractors and math calculators) may be available to students by the District, but students may also be encouraged to purchase their own such equipment or supplies for their own use after school hours or for use during the school day due to the limited number of District items available to the students. 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.

While the District will provide students with the use of facilities, equipment, materials and supplies, including books, the students are responsible for the careful and appropriate use of such property. Students and their parents or guardian will be held responsible for damages to school property 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.

Materials Required for Course Projects

Students have the responsibility to furnish or pay the reasonable cost of any materials required for course projects where, upon completion, the project becomes the property of the student. Such materials are subject to the District's fee waiver policy.

Students must furnish musical instruments for participation in optional music courses that are not extracurricular activities. Use of a musical instrument without charge is available under the Districts fee waiver policy; however, the District is not required to provide for the use of a particular type of musical instrument for any student.

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 music courses that are 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.

Postsecondary Education Costs

Students are responsible for postsecondary education costs. The phrase "postsecondary education costs" means tuition, books and other fees associated with obtaining credit from a postsecondary educational institution. For a course in which students receive both high school and postsecondary education credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.

Transportation Costs

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

Copies of Student Files or Record

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 students 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.

Breakfast and Lunch Programs

Students shall be responsible for items which students purchase from the District's lunch programs, above the regular breakfast and lunch. 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 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.

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age disability, sex, gender identify, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, or fax (202) 690-7442 or email at program.intake@usda.gov. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

PLEASE NOTE: As stated above, all protected bases do not apply to all programs. The first six protected bases of race, color, national origin, age, disability and sex are the six protected bases for all applicants and recipients of the Child Nutrition Programs.

Lunch Account Procedures

Parents and/or students are encouraged to check their meal account balances by logging into PowerSchool on the Homer Community School website at www.homerknights.org. Balances may also be checked by emailing the school secretary at lynnjansen@homerknights.org. In order to monitor the meal account balances, the Homer Community School District has the following procedures in place.

1. No extras can be purchased unless there is a positive lunch balance in the students account.

All communication regarding low balances in lunch accounts may be directed to the main office at (402) 698-2377 ext. 102.

Nondiscrimination Statement

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

Waiver Policy

The Board of Education recognizes that while certain fees, specialized equipment or special attire are appropriate and authorized, some students and their families are not financially able to afford them in accordance with the Public Elementary and Secondary Student Fee Authorization Act. The school district will grant waivers upon request to the students of families eligible for free or reduced-priced meals under the federal Child Nutrition program.

Waivers will not be approved retroactively for fees previously paid, or specialized items, or attire purchased by students. Only those fees and items eligible for waivers as required by state statute shall be waived.

The following deadlines will apply to requests for waivers:

1. Extra-curricular Activity Participation Fees one day prior to activity
2. Extra-curricular Activity Specialized Equipment or Attire one week prior to project/activity

Parents or students eligible for waivers shall make an application on the form provided by the school district. Applications may be made at any time but must be renewed annually. Denial of a waiver may be appealed to the superintendent, but eligibility is strictly dependent upon meeting financial guidelines established by the Child Nutrition program.

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 students of the District at no cost.

Student Fees

The following extra-curricular activities require specialized equipment or specialized attire to be provided by participating students. Students qualifying for free or reduced price meals are eligible to apply for waivers under school policy.

Activity	Description
Cheerleading	Cheerleader uniform
Flag Corps	Flag Corps Uniform
Dance Team	Performance uniform
Golf	Golf clubs, bags, tees, balls
Track	Track shoes
Swing Choir	Performance uniform

Right of Privacy

Homer Community School plans to continue to routinely release to the news media, and the Web page, information regarding students attending the school. The release may include such items as the student's name, parent's name, age, chronological class placement, athletic teams (including heights and weights), music, drama/speech, honor roll, scholastic honors, photos, accolades and other similar pertinent data.

Parents who DO NOT wish to have such information disseminated involving their children are requested to send a letter to the school stating their wishes.

As a parent, you have the right to: 1.) inspect and review your child's educational record and ask for an

explanation of any item in the record; 2) be informed of the types and location of records being collected or used by the school; 3.) ask for an amendment of any record you feel is inaccurate; 4.) give or withhold consent to disclose your child's records; 5.) be told to whom information has been disclosed; and 6.) to be informed before information in your child's file is destroyed. As a parent, you have the further right to consent or deny permission for your child to be evaluated and possibly placed in Special Education Programs or to have the child's current Special Education Program amended

Combined District and School Title I Parent and Family Engagement Policy

Homer Community Schools intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, Section 1116(a-f) ESSA, (Every Student Succeeds Act) of 2015.

In General

The written District parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.

- Open House
- Annual Parent Meeting
- Parent - Teacher Conferences
- At Home Reading Program
- Annual Read In
- Report Cards and test scores sent home
- School Concerts
- Knight Pride assemblies
- Translators for Parent Teacher Conferences as needed

- Parents are involved in the planning, review, evaluation, and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.

- Parent Meeting
- Title 1 Review Team

- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.

- School Improvement Survey
- Annual Title 1 Parent Survey

- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.

- School Survey

- Annual Parent Meeting
- Committee meeting
- School Improvement Process
- Parent Teacher Conferences

- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.

- Student handbook
- Parent Teacher Conferences
- Test Results discussed and sent home to parents when available
- Progress Reports
- Report Cards
- School Facebook page
- Individual classroom Facebook pages
- At Home Reading Programs

- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

- Staff trainings or breakout sessions during PD
- Utilization of Education Service Unit (ESU) trainings
- Professional Learning Communities

- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

- Jump Start Summer School Elementary
- Summer School Secondary
- Preschool Home visits
- Multi-Tiered Systems of Support Teams
- Cultural Connections Grant

Nondiscrimination in Education Programs and Activities

"The Homer Public School District does not discriminate on the basis of sex in any educational program or activity that it operates. The District is required by Title IX (20 U.S.C. § 1681) and 34 CFR Part 106 not to discriminate in such a manner. This requirement not to discriminate also applies to admission and employment. Any inquiries about the application of Title IX may be referred to the District Title IX Coordinator, to the Assistant Secretary of the Office of Civil Rights, or both."

District Title IX Coordinator:

Dan Schmitt, 212 South 3rd Street, Homer, NE, 68030, danschmitt@homerknights.org; 402-698-2377

"For information regarding the Homer Public School District procedure for complaints of sexual harassment including the complaint process, how to file a report or a complaint of sexual harassment, how to file a formal complaint of sexual harassment, and how the District will respond to such complaints see Board Policy 404.12 and 504.24 located at <https://www.homerknights.org/>

If employees do not feel that their complaints regarding Title IX., Title VI., Section 504 have met with resolution at the local level, they can appeal their grievances to the regional Department of Education, Office for Civil Rights. This would be their final opportunity for resolution. This address needs to be readily available to parents, employees and students for their appeals.

Office for Civil Rights

8930 Ward Parkway, Suite 2037 Kansas

City, MO 64114

Phone: (816) 268-0550

Drug-Free Schools

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

Drug and Alcohol Use and Prevention.

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

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

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

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

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs.

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

In the event of disciplinary proceedings against any student for any District policy pertaining to the prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol, appropriate school personnel shall confer with any such student and his or her parents or guardian concerning

available drug and alcohol counseling, rehabilitation, and re-entry programs that appropriate school personnel shall consider to be of benefit to any such student and his or her parent or parents or guardian.

Standards of Student Conduct Pertaining to the Unlawful Possession, Use, or Distribution of Illicit Drugs or Alcohol on School Premises or as a Part of Any of the School's Activities.

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

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

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

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

Use of Tobacco Products

The board prohibits the use, distribution, or possession of tobacco products by students in the school building or on the grounds at any time, or at any school sponsored activity or athletic event, or in a vehicle owned, leased, or contracted by the school being used for school purposes, or in a vehicle being driven for school purposes by a school employee or designee. Students who do so will be disciplined, and may be suspended or expelled and/or referred to appropriate law enforcement officials.

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

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

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

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

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

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

Authorized Use

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

Disciplinary Sanctions

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

Intervention

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

Administration

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

Safe and Drug-Free Schools-- Parental Notice

NOTICE TO PARENTS: Pursuant to the provisions of the No Child Left Behind Act, if upon receipt of information regarding the content of safe and drug free school programs and activities other than classroom instruction a parent objects to the participation of their child in such programs and activities, the parent may notify the School District of such objection in writing. Upon the receipt of such notice

the student will be withdrawn from the program or activity to which parental objection has been made.

Nebraska Department of Education Complaint Procedure

The following document explains the procedures for expressing concerns in regards to those federal programs provided for under the Improving America's Schools Acts. If you have any questions regarding these procedures or any aspect of your child's education, you are encouraged to speak with your child's building principal.

Chapter 34 of the Code of Federal Regulations, Section 299.10 requires each State Education Agency (SEA) such as the Nebraska Department of Education to adopt written procedures for receiving and resolving any complaint from an organization or individual that the Department of Education or any school district, agency or consortium of agencies that receives a grant is violating a federal statute or regulation that applies to the federal programs listed below.

Which federal programs?

Improving America's Schools Act

(IASA) Title I:

Part A (Educationally Disadvantaged Children)

Part B (Even Start)

Part C (Migrant)

Part D (Neglected or Delinquent)

Title II (Eisenhower)

Title III – Subpart 2 of Part A (State and local programs for School Technology Resources)

Part A of Title IV (Safe and Drug-Free Schools and Communities)

Title IV (Innovative Education Program Strategies)

Part C of Title VII (Emergency Immigrant

Education) McKinney-Vento Homeless

Education

What is required?

Requirements of 34 CFR 299.10:

- The Department of Education develop a procedure and share that information with every agency and district receiving a federal grant. The complete description of the complaint procedure is available on the Nebraska Department of Education homepage at: <http://www.nde.state.ne.us>
- An assurance that the recipient of the federal funds will distribute notice about the complaint procedure to parents of students and appropriate private school officials and representatives. Federal programs will include an additional assurance on their grant applications.
- This notice that a complaint procedure exists can be provided in any format that reaches parents and all other required persons such as a district-wide student handbook. There should be only one notice from the district or agency – not a notice from each program.

How to submit a complaint?

A complaint submitted to the Department must include:

- 1) The name of the federal program,
- 2) The recipient of the grant (i.e., Nebraska Department of Education,

school district, agency, consortium of agencies

3) A description of the alleged violation of statute or regulation with supporting information – facts and dates, and

4) The name and address and signature of the person making the complaint.

Board of Education Student Fees Policy 504.19

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 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 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 programming 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 pre-kindergarten services in accordance with state statute;
8. Summer school or night school; and

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

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

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

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

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

1. Any non-specialized clothing required for specified courses and activities;
2. Any personal or consumable items a student will be required to furnish for specified courses and activities;
3. Any materials required for course projects if the project becomes the property of the student upon completion; and
4. Any specialized equipment or specialized attire which a student will be required to provide for any extracurricular activity, including extracurricular music courses.

The superintendent shall also promulgate 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 for allowing facilities use for NSAA District events to avoid conflict with this policy;
6. Procedures for students receiving postsecondary education credits;
7. Procedures for handling of fees related to summer school or night school;
8. 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;
9. Procedures for admitting students on waiver to extracurricular activities; and
10. Procedures for transportation of student spectators to extracurricular activities and collection of any related fees.

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

Approved July 15, 2013

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 Complaint

Elementary (PK-5) Student Handbook

General Information

Schedules

Daily

8:00-3:20
K-2 Lunch - 11:00-11:30
3-5 Lunch - 12:05-12:35
K-2nd Grade Specials - 1:06-1:51
3rd-5th Grade Specials - 1:55-2:40

Early Dismissal

8:00-1:50
K-2 Lunch - 11:10-11:40
3-5 Lunch - 12:05-12:35
K-2nd Grade Specials - 10:32-11:06
3rd-5th Grade Specials - 11:10-11:44

Late Start

10:00-3:20
K-2 Lunch - 11:00-11:30
3-5 Lunch - 12:05-12:35
K-2nd Grade Specials - 1:37-2:05
3rd-5th Grade Specials - 2:09-2:40

Entering and Leaving the Building

Beginning of School: Students will enter through the main school doors. Bussing students will enter through the south doors (elementary playground doors). Students eating breakfast should not be in the school prior to 7:30 a.m. All other students should not come to school prior to 7:45 a.m. unless they are scheduled to meet with a teacher.

During the School Day: **Students are to remain on campus unless excused in accordance with school policies.** This includes remaining on campus during the lunch period. Upon return to school during the day, the students are to sign into the office.

End of School: Regular school day ends at 3:20 for PK-5 students and 3:30 for 6-12 students. All after school activities will begin when designated by the sponsor. All other students must exit the building as soon as possible. Elementary students will dismiss through the following doors: walkers - north doors; pick up - main doors; bus - south doors.

Visitors

All visitors are welcome at school. They are to enter through the front doors and report directly to the office. Visitors are required to sign in and receive a visitor's badge upon arrival. Visitors are to sign out at the office when leaving the building. For your child's safety, other doors will be locked during the school day.

Academics

Grading Scales

Kdg. – 2nd

PF	80-100	Proficient
PG	70-79	Progressing
E	69 or below	Emerging

3rd - 5th

A	90-100	Excellent
B	80-89	Good
C	70-79	Satisfactory
D	60-69	Needs Improvement
F	Below 60	

Missing Work

Academic

When parents can foresee their child's absence, they should arrange with their teacher for missing work in advance. When an absence is not foreseen, missing work can be arranged when the child returns to school, or work may be picked up after school. Two days will be given for make-up work to be completed for every day the student is absent.

Athletic Clothes (5th Grade Only)

5th grade students are required to change into athletic clothing for PE classes. Students are to bring a change of clothes on the days that they will have PE. Specials schedules are shared on the monthly calendar that is sent home with 5th grade students and shared on the Elementary monthly newsletter. This newsletter can be found on the school website under Mrs. Uhl's page, posted on the school Facebook, and shared through SchoolMessenger.

Disciplinary actions for not bringing PE clothes:

- 1st incident - PE teachers will contact families to let them know.
- 2nd incident - PE teachers will contact the elementary principal and they will contact families.
- 3rd and more incidents - the student will have a 30-minute detention and families will be responsible for transportation of their child afterwards. Incidents will be counted per quarter.

The number of incidents will restart at the beginning of each quarter.

Homework Detention Policy (3rd-5th Grade Only)

Mrs. Uhl and the 3-5 teachers will be implementing a homework detention policy. The policy is intended to reduce the amount of late work that has previously been received, as well as teach accountability and responsibility.

What: Students will attend detention when they have not turned in their work a total of **3** times within a quarter.

- First offense: Verbal warning
 - The student will complete late work during their recesses.
- Second offense: Teacher Communication
 - Your child's teacher will communicate with the parent/guardian. The student will attend a working lunch.
- Third offense: Principal Communication
 - Mrs. Uhl will call home and the student will attend a homework detention.

When: Tuesday/Thursday - 3:30-4:15

The day the student will serve their detention will be determined when Mrs. Uhl communicates home on the third offense.

Parents/guardians will also be responsible for transportation after the detention.

If a student fails to attend their scheduled detention, parent/guardian communication will take place and alternative arrangements will be discussed.

During detention, students will be expected to complete missing and late work. If they do not finish in the allotted time, they will be required to attend the next scheduled detention.

Elementary Homework Policy

Homework outside of school is used for the following purposes: enrichment, review, and reinforcement of concepts that were taught throughout the day. This may also include school work that was not completed within class. Homework should be finished neatly and in a timely manner. Homework is expected to be turned in the following morning unless this is specified by the teacher. Every student is different and we understand that every child may have different amounts of homework per night. It is the teacher's discretion whether homework will be assigned or not. The following time allotment guide is recommended for students to devote to homework each night. It is important to note, these are suggested on task times:

Kindergarten - 10 minutes
1st Grade - 10 minutes
2nd grade - 20 minutes
3rd grade - 30 minutes
4th grade - 40 minutes
5th grade - 50 minutes

Daily homework can be expected Monday through Thursday. It is teacher discretion whether or not homework will be assigned on Friday. Weekend/vacation homework may be necessary for continuation of learning. This may include daily reading assignments, long-term projects/assignments, or preparing for upcoming assessments.

Parent involvement is a vital component to a student's academic success. We highly encourage parents to read to or have their child(ren) read 20 minutes nightly. This assists with language and brain development, increases vocabulary, expands understanding of the world around them, and provides time to develop strong family bonds

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.

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.

Report Cards

Report cards are issued at the end of each quarter, or nine-week session. Grades will be based on the whole semester grade and not start over every quarter. Letter grades are used to designate a student's progress. Incompletes shall be designated by an "I". Students have two weeks after the end of the 1st semester to make up incomplete work. No incompletes will be given at the end of the second semester, as all course work must be completed by the end of the second semester.

Attendance

Preschool

Children who are four years old on or before July 31 are eligible to attend preschool. If applications exceed the program's enrollment capacity, students will be admitted into the program according to the following priority:

1. Any students required by law to participate or required to be given a preference in the program.
2. Resident students who will become eligible to attend the kindergarten grade in the following year.
3. Resident students who are not otherwise yet eligible to enroll in kindergarten.
4. Non-resident students who are not yet eligible to enroll in kindergarten.
5. Resident students who will be required to attend kindergarten in the following year.

Kindergarten Entrance Requirements

Children in the school district community will be allowed to enroll in the school district's regular education program beginning at age five. The child must be age five on or prior to July 31 to participate in the kindergarten program.

Tardiness Policy

It is important that students arrive at school on time and are in attendance every day. Students who arrive after 8:00 A.M. are considered tardy. All tardiness due to appointments (doctor, dentist, orthodontist..etc) must have official documentation from that office. Students who arrive after 8:30 will need to check in at the office. Students who are tardy five or more days within a quarter will be contacted by the administration.

Discipline Procedure for Unexcused Tardy:

The administration may take disciplinary action for chronic tardiness. This will be enforced on a case by case basis.

School Activity Attendance Policy

Student participants are expected to apply themselves academically by following these expectations:

1. Attend school regularly and show evidence of sincere effort towards scholastic achievement.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests he/she should contact the coach or sponsor in advance.
3. Attendance, for a minimum of 4 periods, the day of a contest is required to be eligible for the contest that day.
4. Arrangements in advance for extenuating circumstances, such as doctor/dentist appointments, funerals or other activities, can be made with the building Principal in writing. Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

Behavior Expectations and Student Conduct

Behavioral Expectations

The following are expectations for behavior for every elementary student. Following these actions will ensure that we have a safe and effective learning environment for all individuals.

Expectations:

- Be Safe.
- Be Respectful.
- Be Responsible.

<u>Expectation</u>	<u>Examples of behaviors:</u>
Be Safe.	<ul style="list-style-type: none">• Walking in the hallways.• Keep hands, feet, and objects to self.• Use classroom materials appropriately.• Use gym equipment appropriately.
Be Respectful.	<ul style="list-style-type: none">• Listening with your eyes and ears.• Participate and respond appropriately.• Respect other's space, materials, and privacy.• Following classroom directions/expectations.• Speaking kindly to peers, staff, and visitors.
Be Responsible.	<ul style="list-style-type: none">• Arrive at school on time and ready to learn.• Turn in homework on time and completed neatly.• Keep area and materials organized and neat.• Following directions promptly.

	<u>Bathroom</u>	<u>Lunch Area</u>	<u>Hallway</u>	<u>Classroom</u>	<u>Bus</u>	<u>Playground</u>
Be Respectful	<p>Flush the toilet.</p> <p>Keep your hands to yourself.</p> <p>Give privacy to others.</p>	<p>Use an inside voice.</p> <p>Take only what you plan to eat.</p> <p>Use your manners.</p> <p>Chew with mouth closed.</p> <p>Eat your own food.</p> <p>Refrain from playing with your food.</p>	<p>Use walking feet.</p> <p>Follow teacher directions.</p> <p>Keep voices off.</p>	<p>Be kind and treat others how you would like to be treated.</p> <p>Use an inside voice.</p> <p>Follow class rules.</p> <p>Raise your hand to speak.</p> <p>Answer when called upon.</p> <p>keep your eyes on the speaker.</p>	<p>Follow the driver's instructions.</p> <p>Be kind to everyone.</p> <p>Be quiet at railroad tracks.</p> <p>Use an inside voice.</p>	<p>Include others.</p> <p>Play fair.</p> <p>Listen to adults' directions.</p> <p>Take turns and share equipment.</p>
Be Responsible	<p>Keep bathrooms clean. Go-Flush-Wash</p> <p>Paper towels go in the garbage can.</p> <p>Report any issues.</p>	<p>Clean up your area. Close your milk.</p> <p>Put silverware in the correct spot.</p>	<p>Refrain from touching the walls and artwork.</p> <p>Stay to the right side of the hallway.</p>	<p>Follow directions the first time they are given.</p> <p>Keep your area organized and tidy.</p> <p>Be ready for the lesson.</p>	<p>Keep hands, feet, and objects to yourself.</p> <p>Pick up after yourself.</p>	<p>Pick up equipment and personal belongings (coat/hat/gloves).</p> <p>Follow directions right away.</p> <p>Respect nature - leave it on the ground.</p>
Be Safe	<p>Use facilities for how they were intended.</p> <p>Keep water in the sink.</p>	<p>Stay seated in your own space.</p> <p>Use walking feet.</p>	<p>Keep hands, feet, and objects to yourself.</p> <p>Walk facing forward.</p>	<p>Keep hands and feet to yourself.</p> <p>Push in chairs after leaving your seat.</p> <p>Use materials correctly.</p> <p>Ask before leaving the room.</p>	<p>Remain seated and face forward.</p> <p>Keep feet clear of the aisles.</p>	<p>Don't run on playground equipment.</p> <p>Wear appropriate clothing for the weather.</p> <p>Quickly and quietly line up.</p> <p>Play in allowed areas.</p> <p>Keep hands and feet to yourself.</p> <p>Use equipment correctly.</p> <p>Report injuries and/or incidents to adults right away.</p>

Consequences

Failure to adhere to the behavioral expectations will result in the following possible consequences. The following are examples of consequences that can be expected for the types of incidents listed below.

Consequences:

- Loss of one recess
- Loss of five recesses
- Phone call home (student calls)
- Detention after school (parents must provide transportation)
- Parent meeting
- One day In School Suspension (ISS)
- One day Out of School Suspension (OSS)
- Five days of Out of School Suspension (OSS)
- Alternative Placement
- Expulsion

The following are examples of behaviors that constitute an “incidents”: name calling, rolling eyes, glaring (dirty looks), mocking, scowling, making fun of, laughing at, whispering about, inappropriate gestures, arguing, refusal to follow directions, provoking others, disruption of class time, pushing, shoving, “bumping into” intentionally, inappropriate physical contact of any kind, excluding others intentionally, hurtful and/or threatening notes, throwing items, cyber bullying at school, and graffiti.

Reporting of Inappropriate Behaviors: Students who experience disrespectful or bullying behavior should immediately report that behavior to the teacher in charge of the class or a teaching assistant.

Student Appearance and Dress Code

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

1. Clothing may not have obscene or suggestive language or pictures.
2. Clothing may not advocate the use of alcohol, tobacco, drugs or violence.
3. Hats are not to be worn inside the building from 8 a.m. to 3:30 p.m. during school hours but may be worn during school activities including athletic events if worn properly. Pants, shorts, and shirts should not have large rips or tears in them.
4. Clothing should cover the entire midriff, backside, and all undergarments.
5. Shorts must be an acceptable length that when a student is seated the shorts cover at least Two inches of skin on the leg.
6. No spaghetti strap style shirts.

The administration reserves the right to determine appropriate dress on a case-to case basis. 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.

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

If a student violates the dress code, he or she will have to change into appropriate attire. If the child has additional clothes at school, he or she may wear his or her clothes. If the child does not have additional clothes at school, he or she will be given clothes to wear for the remainder of the day. If a parent/guardian wants to bring the student clothes, that is at his or her discretion. Students will not be allowed to leave campus to change clothes.

Continual violations of the dress code will result in disciplinary actions under the Student Code of Conduct above. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in discipline, up to expulsion.

Field Trip Expectations

Educational field trips may be taken during the school year. Such trips will be made in school vehicles/buses with a teacher in charge. A permission slip will be sent home and must be signed by a parent/guardian in order for the student to participate. If a student does not return a permission slip and the school is unable to contact a parent/guardian by phone, the student will not be allowed to participate in the field trip.

Student behavior should reflect that which aligns with the behavioral expectations of the district. Students who fail to model expected behavior may result in consequences.

Personal Cell Phones and Electronic Devices

Elementary students will not be allowed to have their personal digital devices during the school day. These are a distraction to the learning environment and limit their interaction with their peers. Staff members have the right to turn devices into the school administrator if students are attempting to use them during the day. The administrator will contact the family and inform them of the incident. The device will be returned to the student at the end of the school day. Teachers have the discretion to allow usage of devices for educational purposes and for students to contact family if necessary (with staff member permission).

JH/HS (6-12) Student Handbook

General Information

Schedules

Daily Bell Schedule

1st Period	8:00 - 8:45
2nd Period	8:49 - 9:34
Homeroom	9:38 - 10:06
3rd Period	10:10 - 10:55
4th Period	10:59 - 11:44
5A Period	11:48 - 12:34
5B Period	12:15 - 1:01
6th Period	1:06 - 1:51
7th Period	1:55 - 2:40
8th Period	2:44 - 3:30

2:00 Early Dismissal

1st Period	8:00 - 8:34
2nd Period	8:38 - 9:12
3rd Period	9:16 - 9:50
4th Period	9:54 - 10:28
6th Period	10:32 - 11:06
7th Period	11:10 - 11:44
5A Period	11:48 - 12:34
5B Period	12:15 - 1:01
Homeroom	1:06 - 1:22
8th Period	1:26 - 2:00

10:00 Late Start

1st Period	10:00 - 10:26
2nd Period	10:30 - 10:56
Homeroom	11:00 - 11:10
3rd Period	11:14 - 11:44
5A Period	11:48 - 12:34
5B Period	12:15 - 1:01
4th Period	1:06 - 1:33
6th Period	1:37 - 2:05
7th Period	2:09 - 2:40
8th Period	2:44 - 3:30

Entering and Leaving the Building

Beginning of School: Students will enter through the main school doors. Bussing students will enter through the south doors (elementary playground doors). Students eating breakfast should not be in the school prior to 7:30 a.m. All other students should not come to school prior to 7:45 a.m. unless they are scheduled to meet with a teacher.

During the School Day: **Students are to remain on campus unless excused in accordance with school policies.** This includes remaining on campus during the lunch period. Upon return to school during the day, the students are to sign into the office.

End of School: Regular school day ends at 3:30 for 6-12 students. All after school activities will begin when designated by the sponsor. All other students must exit the building as soon as possible.

Student Registration

During the spring semester, all 8th through 11th grade students will register for classes the following school year. Each student will be given the appropriate registration form that will help him or her choose classes for the following school year. The student should make his or her very best effort to select classes that will best benefit him or her after high school.

Freshmen, sophomores, and juniors are required to take seven classes per semester.

Seniors schedules are built on a custom basis. How the student fills his or her schedule depends on graduation requirements, online college classes, or the work-based learning program.

Schedule Changes

Students needing schedule changes should notify the 6-12 guidance counselor. The student will then receive a schedule change form. Schedule changes must be signed by the teachers involved, the students' parents, and the principal. The form will then be returned to the guidance counselor.

All schedule changes must be complete within 5 days from the start of the semester (this includes weekends).

If during the semester, the student encounters unpredicted circumstances, it is by principal approval only, that the child can alter his or her schedule. The principal has the authority to decide how he or she should proceed depending on the student's circumstance.

High School Yearly Core Requirements

Freshman	<p>English 9 World Geography Earth Science Math (Algebra 1, Applied 1, Consumer Math) Physical Education</p>
Sophomore	<p>English 10 US History Biology Math (Algebra 2, Geometry, Applied 2, Applied 1) Computer Science, Web Design, Health, Speech or Personal Finance</p>
Junior	<p>English 11 or American or British Literature Chemistry, Anatomy & Physiology, Astronomy, Meteorology or Current Science US Government Math (Statistics, Trigonometry, College Algebra, Algebra 2, Geometry) Computer Science, Web Design, Health, Speech or Personal Finance</p>
Senior	<p>Technical English, English Composition 1& 2, AP Literature, American or British Literature Psychology, Sociology, Nebraska History or Criminal Justice Computer Science, Web Design, Health, Speech or Personal Finance</p>

Elective Requirements

*Electives are courses students chose to take that are not core requirements.

Social Sciences	History of Rock & Roll Psychology, Sociology Nebraska History, Criminal Justice
Fine Arts	Art 1-6, Photography Band, Chorus Introduction to Piano
Skilled and Technical Sciences	Introduction to STS Construction, Carpentry Welding 1 & 2 Small Engines, Automotive
Business and Technology	General Business Computer Science, Web Design Video Production
Foreign Language	Spanish 1 Spanish 2
Physical Health	Weight Lifting
Digital Design	Yearbook
Education	Teacher's Academy - EDU 1 & EDU 2

Study Halls

The purpose of a study hall is to allow students the opportunity to complete coursework during the school day.

The following are the expectation for a study hall:

- Students will bring all materials needed to the study hall.
- Only one person may check out of study hall at a time.
- Students will be given a seating chart and will only be allowed to move with permission from the study hall supervisor
- A student will only be allowed to leave study hall to make up coursework with a teacher. The student must have a pass from the teacher before study hall.

A student should only register for a study hall if he or she feels they will have enough coursework to stay busy.

Online/In-Person College Courses

It is student discretion if he or she chooses to take online college classes. College classes are offered to provide opportunities outside of the regular school day. It is the responsibility of the student to take this independent learning opportunity seriously. A student should only register for online college courses if he or she can display appropriate independent study habits, proactive communication, and time management skills.

If the student takes an online course, he or she is responsible for - proactively and appropriately communicating with the instructor, completing ALL assignments on time and to the best of the student's ability, understanding how to use the online learning format the college uses (i.e. Canvas, Blackboard).

Dual Credit Courses

Homer Community School provides students with in-person Dual Credit Courses. Dual credit means the student receives high school and college credit for the same course.

The courses are:

English: English Composition 1010
English Composition 1020
Technical English

Math: Statistics/Trigonometry
College Algebra
Technical Math

Education: EDU 1
EDU 2

Students are also given the opportunity to take dual credit courses either online or in-person. Please review the Online College Courses paragraph above for expectations and student responsibilities.

Edgenuity Learning Platform

The Edgenuity Learning Platform provides comprehensive courses that include core subjects, electives and advanced placement. Edgenuity Learning Tutorials provide personalized learning to address course pass rates and exam scores, offering intervention, remediation, and unit recovery. Edgenuity Learning courses meet high school graduation requirements.

Homer Community Schools primary purpose for the Edgenuity Learning Platform is credit recovery.

Students wishing to take an Edgenuity Learning class may visit the school counselor for more information. Scheduling students to classes with the school's designated teacher will always be the first priority of school officials. Homer High School has "seats" available for Edgenuity classes at any given time. Students who have failed a required class or have missed a required class due to transfer or other various reasons will be given first priority.

Work-Based Learning

Work-Based Learning (WBL) is one of Nebraska's Perkins V Strategic Priorities. WBL strategies connect learners with employers to prepare them for success in an ever-changing workplace. WBL is a planned program of meaningful experiences related to the career interests of learners that enable them to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. WBL is learning through work, not simply learning about work.

Work-Based Learning gives seniors the opportunity to have meaningful hands-on learning experiences before they leave high school. Students could earn up to 10 high school credits if certain requirements are met.

6th-8th Student Schedules

Student Registration

During the spring semester, all 6th through 8th grade students will register for classes the following school year. Each student will be given the appropriate registration form that will help him or her choose classes for the following school year. The student should make his or her very best effort to select classes that will best benefit him or her after high school.

Junior High Courses

Junior High students will take:

English	Reading
Science	Social Studies
Math	Choir and/or Band
Rotation of PE, Art, Digital Media, and Careers	

6th Grade:

7th and 8th:

Reading	English
Math	Social Studies
Science	PE
A quarter each of Art, Digital Media, Spanish, and Industrial Technology.	
Choice of participating in Choir and/or Band	

Graduation

Graduation Requirements

Graduation from Homer Community School will be made on the recommendation of the Superintendent to the Homer Community School Board of Education, provided that the pupil has completed the requirements as established by state law and the Homer Community School Board of Education. All required subjects for grades nine through twelve must be passed with a grade of 60% or higher to receive a high school diploma.

While it shall be the policy of the Board of Education to encourage a full and rich curriculum, the minimum graduation requirements include:

Language Arts	40 credit hours
Social Sciences	40 credit hours
Sciences	30 credit hours
Mathematics	30 credit hours
Physical Education	10 credit hours
Computer Sciences	10 credit hours
Personal Finance	5 credit hours
Health	5 credit hours
Speech	5 credit hours
Electives	75 credit hours
Total credits to graduate	250

Valedictorian and Salutatorian

The valedictorian is the graduating senior with the highest cumulative grade point average. The salutatorian is the graduating senior with the second highest cumulative grade point.

As per Homer School Board policy, the valedictorian and salutatorian MUST have successfully taken the following courses: two (3) years of Mathematics which must include Algebra 1, Algebra 2, Geometry or Advanced Math, one (1) year of Chemistry, Anatomy or Physics, and four (4) years of college-prep English.

Honors and Distinction

Graduating seniors with a cumulative grade point average (GPA) of a 3.5 or higher will graduate with honors. The student will be recognized in the commencement ceremony program with a designated symbol. A National Honor Society member will wear a medallion and a student with distinction or high distinction will wear a gold cord.

National Honor Society Member	3.5 GPA or higher
Graduating with Distinction	3.75 GPA or higher
Graduation with High Distinction	3.9 GPA or higher

Parent/Guardian Seating at Ceremony

A class meeting will be held to determine the seating arrangements for graduates' parents/guardians at the commencement ceremony. Student's names are put into a drawing to determine which seats they will receive with the exception of the valedictorian, salutatorian, and class officers who are given first choice of seating. All the reserved seats will be marked off and saved for parents/guardians.

Graduate Dress Code

Graduation is a formal occasion and the Homer Community School graduation dress code will be enforced. Students who choose not to follow the dress code will not be allowed to participate in the graduation ceremony. There are no exceptions. Contact Mr. Hightree prior to the last day for the seniors if you do not have clothing or shoes appropriate for a formal occasion.

All graduates are required to wear the cap and gown specified by Homer Community School to the graduation ceremony. Seniors will have the option to decorate his or her cap. Cap expectations and due dates will be addressed by the principal during a senior meeting.

Male Attire: All will wear a dress shirt and dress pants. No jeans or t-shirts of any kind will be allowed. Clothing with pictures or wording will not be allowed. No work boots, tennis shoes, sandals or house shoes (slippers) will be allowed.

Female Attire: All will wear a nice dress, top and skirt, or dressy pants. No jeans or t-shirts of any kind will be allowed. Clothing with pictures or wording will not be allowed. No work boots, tennis shoes or house shoes (slippers) will be allowed. Dress code exemptions can be made based on religious, cultural or disability related reasons. All changes must be approved by the principal.

Procedures for Early Graduation

Early graduation will be considered if the student completes the following steps:

1. Must be on-track to graduate.
2. Students must meet all graduation requirements established by the Board of Education..
3. Application for early completion must be requested, in writing, to the high school principal by April 1 of the applicant's Junior year of high school. The application must be accompanied by a written plan of action stating the reasons why the student is requesting early completion. The application must contain the signatures of the applicant's parents/parent/guardian to verify parental approval of early completion.
4. Along with the application, the applicant must submit two letters of recommendation supporting the student's request for early completion. These two letters of recommendation must contain one (1) letter from the high school guidance counselor and (1) letter from a secondary staff member.

5. Once given approval, the applicant will have until February 1 of their Senior year to notify the high school principal of his/her decision in regards to participating in the regularly scheduled graduation ceremony. The student must attend the commencement ceremony practice in order to participate in the commencement ceremony. No early graduation ceremonies will be provided for a student who opts for the early completion route.

6. The student who decided to opt for early completion is not eligible to participate in school sponsored activities following the last day he/she attends classes except for prom. The effective date for participation will end with the last day that the student is enrolled in classes. The only two school activities that the applicant is eligible for will be prom and the regularly scheduled graduation ceremony.

Academics

Grading Scales

Secondary

A	90-100	Excellent
B	80-89	Good
C	70-79	Satisfactory
D	60-69	Needs Improvement
N/C	Below 60	No Credit

Earning Credit (9-12 Grades Only)

A normal semester class load will consist of taking no more than nine courses at Homer Community School. Any student who requests taking more than nine classes will need to receive administrative approval. Also, students may have the opportunity to complete additional coursework over the summer.

Missing Work

It is the responsibility of the student to check with each teacher and arrange for making up missed assignments. Written make-up work may be assigned for each day missed regardless of the type of absence. For excused absences, two school days will be allowed to make up the work for each day missed with a maximum of ten (10) days allowed to make-up work. If requested, assignment sheets will be prepared for students who are ill. Individual teachers do have the discretion to alter the time each student is allowed to complete missing assignments and receive credit as long as it is an increase in the time allowed. No assignment sheets will be sent out until after at least three (3) days of absence. If the parents or students have concerns prior to the three (3) days, they are encouraged to contact the teacher. For unexcused absences, the student will receive a failing mark for or in each class period missed. If make-up work is not completed, students will receive no credit for the work required.

Late Work

Students are expected to complete all coursework assigned by the teacher by the given due date. If the assignment is not turned in on time, the teacher has the discretion to take a percentage off the final grade.

The teacher's late work policy will be described in their classroom syllabus.

If a student is going to be absent from class, it is important he or she fill out an 'Absent from Class Slip' (see Absent for Class Slip Policy). This will help prevent missing/late coursework.

Redoing/Retaking Coursework

Students will be able to retake/redo any assignment up to one week after the due date. After one week, the grade is final.

It is at the discretion of the teacher whether a student can redo/retake a test. This includes test corrections.

Zeroes

A zero in the gradebook is allowed when a student cheats, plagiarizes, fails an assessment, does not comply with physical education expectations, or chooses to not participate. It is the teacher's discretion whether or not the student can redo the coursework and the amount of credit the child receives.

Extra Credit

Extra Credit is an extension of what was learned in class. Extra Credit can not be random knowledge or busy work. Extra Credit may be given at the end of an assessment or assignment but has to be over content that was taught/learned during the class. If a student wants to improve his or her grade, it is highly encouraged that the student takes advantage of the redo/retake policy.

Absent From Class

If a student is going to be absent from class for a known reason (i.e. athletics, activities, vacation, routine appointments), it is the responsibility of the student to fill out an Absent from Class Slip before being gone. This allows the student and teacher to communicate prior to the absence and make a plan to complete the coursework. If the student does not get the slip signed before being absent, it is teacher discretion whether the teacher marks the coursework late and takes off 10 percent.

When a student is absent for an unexpected reason (i.e. illness, unplanned appointments, family emergency), the student needs to fill out an Absent from Class Slip when he or she returns. This allows the teacher and student to communicate and make a plan to complete the missed coursework.

ALL secondary teachers will have Absent from Class Slips in their classrooms. A student may get a slip at any time from any teacher.

If a student is missing an extensive amount of coursework from being absent, a teacher or the principal may require the student to stay for 9th Hour Wednesday School.

Friday Intervention

Our goal is to ensure that students have sufficient opportunities to recover from absences and tardies, thereby maintaining their academic progress in their courses. Another objective is to enhance academic achievement and guarantee that students successfully complete their coursework.

Friday Intervention will take place weekly from 2:00-2:30. Parents will be notified prior no later than Thursday of that week if their student (grades 6-12) is required to attend. Parents/guardians are responsible for transportation if necessary after Friday Intervention is complete.

Attendance/Tardy

Homer Community school has implemented a time-for-time tardy recovery procedure. This procedure states that all tardy time must be made up with the content teacher or other staff member that has been assigned by administration. Students are to be in their assigned classroom when the bell rings, present a pass from the office or previous teacher, or they will be classified as tardy. Parents will receive automated calls for all tardies to notify when a student is tardy to school or class. Students who do not attend assigned Friday intervention will be referred to administration and disciplinary measures will be taken.

If a student has habitual absences that are unexcused, administration has the discretion to refer the student to Friday Intervention.

Academic Failing List

Students with a grade below 60% will be directed to attend Friday Intervention sessions, where they will receive support from the appropriate staff members. This will be communicated by administration no later than noon on Thursday of the week.

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.

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.

Report Cards

Progress Reports are issued at the end of each quarter, or nine-week session. Grades will be based on the whole semester grade and not start over every quarter. Letter grades are used to designate a student's progress. Incompletes shall be designated by an "I". Students have two weeks after the end of the 1st semester to make up incomplete work. No incompletes will be given at the end of the second semester, as all course work must be completed by the end of the second semester.

Attendance

School Activity Attendance Policy

Student participants are expected to apply themselves academically by following these expectations:

1. Attend school regularly and show evidence of sincere effort towards scholastic achievement.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests he/she should contact the coach or sponsor in advance.
3. Attendance, for a minimum of 4 periods, the day of a contest is required to be eligible for the contest that day.
4. Arrangements in advance for extenuating circumstances, such as doctor/dentist appointments, funerals or other activities, can be made with the building Principal in writing. Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

Behavior Expectations and Student Conduct

Behavioral Expectations

It is the expectation of the Homer Community School District that students display the conduct appropriate to contribute to a safe and effective learning environment. The District expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of the student will not be tolerated. 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.

Consequences

Failure to adhere to the behavioral expectations will result in the following possible consequences. The following are examples of consequences that can be expected for the types of incidents listed below.

Level 1 Behaviors	Behavior Examples	Possible Consequences
Failure to comply with a reasonable request	Not following classroom rules Students who consistently refuse to follow directions	Conference with student Parent Meeting Apology Discipline Contract Restitution 1-3 Days ISS Guidance Referral SRO Referral 9th Hour Wednesday Night School Counseling Referral
Insubordination	Defiance of authority Leaving room without permission Disrespect towards the teacher Inappropriate language specifically directed towards others Talking back	
Excessive Tardiness	Excessively late to school and/or class	
Unsafe Behavior	Horseplay or aggressive behavior Opening outside doors for non-staff/students	
Truancy	Leaving school without permission Unexcused Absence	
Minor Vandalism	Purposely damaging and/or destroying school or others' property	
Social Drama	Gossip Verbal altercation with other students (in person or online) Anything sexually inappropriate Inappropriate Public Displays of Affection	
Minor verbal aggression(not directed towards anyone)	Foul language	
Inappropriate use of technology	Cell phones(or other device) used in class Computer use other than what is teacher directed Accessing websites that go against internet agreement Inappropriate images or videos	
Harassment (minor or 1st offense)	Bullying/Harassment	
Cheating/Plagiarism	Submitting work that is not yours Giving or receiving answers from another student	

Level 2 Behaviors	Behavior Examples	Possible Consequences
Tobacco/Alcohol/Drug use or possession	Having any form of tobacco/alcohol/drugs in your possession including, but not limited to, on your person, in backpack, lockers, vehicles	Conference with student Parent Meeting Apology Discipline Contract Restitution Loss of Privileges (see definition below) 3-5 Days ISS 5-10 Days OSS Alternative Placement Loss of Technology Guidance Referral SRO Referral Citation/Law Enforcement Involvement Counseling Referral
Under the influence	Difficulty forming concepts or thoughts Poor concentration and/or mental confusion Slurring words Smelling like drugs Loss of bodily control/coordination	
Harassment/Bullying (In or out of school if it carries over into school)	Bullying Cattiness Harassment Student who may have some kind of sexual material and is showing others	
Theft	Stealing items that belong to the school or others	
Habitual Truancy	Leaving school without permission Missing school without an excuse	
Minor physical altercation	Violence (fighting, biting, scratching)	
Major verbal altercation	Habitual foul language Foul language that is specifically directed at a teacher or student	
Vandalism	Purposely damaging and/or destroying school or others' property	
Major disruptive behavior	Severe emotional outbursts Threats of violence Major safety concern Refusal to report to the office/leave classroom	

LOP: Loss of Privileges - students will not be allowed to participate in any privileges including, but not limited to: clubs, attendance at school functions (home or away), Prom, Homecoming, Commencement.

Level 3 Behaviors	Behavior Examples	Possible Consequences
Threats of violence (disrupts building)	Major threats Safety concern	Parent Meeting Discipline Contract Restitution Loss of Privileges (see definition below) 3-5 Days ISS 5-19 Days OSS Alternative Placement Long Term Suspension Counseling Referral SRO Referral/Citation Law Enforcement Involvement Expulsion (semester or year) Emergency exclusion
Continued drug, tobacco, alcohol, other drug use/possession	More than one incident of having any form of tobacco/alcohol/drugs in your possession/use including, but not limited to, on your person, in backpack, lockers, vehicles	
Possession of a weapon	Possession of any type of dangerous weapon including, but not limited to knives, brass knuckles, firearms	
Continued harassment	Students showing a continued pattern of harassment and/or bullying to students and/or staff	
Major vandalism	Purposely damaging and/or destroying school or others' property beyond repair (high dollar/can't be repaired)	
Continued pattern of truancy	Prolonged pattern of leaving school without permission and/or missing school without an excuse	
Physical harm to self or others	Bodily harm to self or others	
Significant behavior causing disruption to the school setting	Inappropriate images, videos or social media postings Severe emotional outburst	
Threats/Attack towards staff	Threatening language and/or assault specifically directed towards a staff member	
Repeated Offenses	Any behavior listed above	

LOP: Loss of Privileges - students will not be allowed to participate in any privileges including, but not limited to: clubs, attendance at school functions (home or away), Prom, Homecoming, Commencement.

Student Appearance and Dress Code

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

- Clothing may not have obscene or suggestive language or pictures.
- Clothing may not advocate the use of alcohol, tobacco, drugs or violence.
- Hats are not to be worn inside the building at any time, but may be worn during school activities including athletic events if worn properly.
- Pants, shorts, and shirts should not have large rips or tears in them.
- Clothing should cover the entire midriff, backside, and all undergarments.
- Shorts must be an acceptable length that when a student is seated the shorts cover at least two inches of skin on the leg.
- No spaghetti strap style shirts.

The administration reserves the right to determine appropriate dress on a case-to case basis. 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.

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

If a student violates the dress code, he or she will have to change into appropriate attire. If the child has additional clothes at school, he or she may wear his or her clothes. If the child does not have additional clothes at school, he or she will be given clothes to wear for the remainder of the day. If a parent/guardian wants to bring the student clothes, that is at his or her discretion. Students will not be allowed to leave campus to change clothes.

Continual violations of the dress code will result in disciplinary actions under the Student Code of Conduct above. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in discipline, up to expulsion.

Academic Integrity

Requirements

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

Definitions

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

1. "Cheating" means intentionally misrepresenting 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.
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:

- Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
- Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
- "Contributing" to academic integrity violations means to participate in 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.

Sanctions

The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

1. Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense 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.
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 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.

Lockers

Lockers are the property of the school and are subject to periodic random inspection by the school officials and law enforcement officers. Each 6-12 student will have the opportunity to be assigned a locker. If a student wishes to have a locker, they will need to stop in the office. Students must use their own lockers and are not to share lockers with other students except as assigned by school officials.

We recommend that the locker is locked with a combination lock. Students may buy their own lock or check one out at the office to use for the school year. If a student buys a key lock, he or she may turn in an extra key to the office.

Students are expected to keep all school materials and personal items 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.

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 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 pre-kindergarten 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. The instrument shall remain the property of the Homer Community School District.

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

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

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

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

1. Any non-specialized clothing required for specified courses and activities;
2. Any personal or consumable items a student will be required to furnish for specified courses and activities;
3. Any materials required for course projects if the project becomes the property of the student upon completion; and
4. Any specialized equipment or specialized attire which a student will be required to provide for any extracurricular activity, including extracurricular music courses.

The superintendent shall also promulgate 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 for allowing facilities use for NSAA District events to avoid conflict with this policy;
6. Procedures for students receiving postsecondary education credits;
7. Procedures for handling of fees related to summer school or night school;
8. 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;
9. Procedures for admitting students on waiver to extracurricular activities; and
10. Procedures for transportation of student spectators to extracurricular activities and collection of any related fees.

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

Revised: July 15, 2013

Reviewed: June 13, 2017

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

Parents or students eligible for waivers shall make an application on the form provided by the school district. Applications may be made at any time but must be renewed annually. Denial of a waiver may be appealed to the superintendent, but eligibility is strictly dependent upon meeting financial guidelines established by the Child Nutrition program.

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 students of the District at no cost.

Student Fees

The following extra-curricular activities require specialized equipment or specialized attire to be provided by participating students. Students qualifying for free or reduced price meals are eligible to apply for waivers under school policy.

Activity	Description
Cheerleading	Cheerleader uniform
Flag Corps	Flag Corps Uniform
Dance Team	Performance uniform
Golf	Golf clubs, bags, tees, balls
Track	Track shoes
Swing Choir	Performance uniform

Right of Privacy

Homer Community School plans to continue to routinely release to the news media, and the Web page, information regarding students attending the school. The release may include such items as the student's name, parent's name, age, chronological class placement, athletic teams (including heights and weights), music, drama/speech, honor roll, scholastic honors, photos, accolades and other similar pertinent data.

Parents who DO NOT wish to have such information disseminated involving their children are requested to send a letter to the school stating their wishes.

As a parent, you have the right to: 1.) inspect and review your child's educational record and ask for an explanation of any item in the record; 2) be informed of the types and location of records being collected or used by the school; 3.) ask for an amendment of any record you feel is inaccurate; 4.) give or withhold consent to disclose your child's records; 5.) be told to whom information has been disclosed; and 6.) to be informed before information in your child's file is destroyed. As a parent, you have the further right to consent or deny permission for your child to be evaluated and possibly placed in Special Education Programs or to have the child's current Special Education Program amended

*Tech
class & w/c
shop fees*

August 8, 2024

Homer Community Schools
Board of Education
Homer, NE 68030

Negotiations Committee:

The Homer Education Association requests that the school board of the Homer Community Schools take action to recognize the Homer Education Association as the exclusive bargaining agent for the district's non-supervisory certificated staff for the 2026 - 2027 contract year.

Please direct your response to the undersigned.

Sincerely,

A handwritten signature in black ink, appearing to read 'David Dziurawiec', with a long horizontal flourish extending to the right.

David Dziurawiec
Chief Negotiator
Homer Education Association