

MINUTES OF REGULAR MEETING  
BOARD OF EDUCATION  
HOMER COMMUNITY SCHOOL  
Tuesday, August 12, 2025

A meeting of the Board of Education of Homer Community School was convened in open and public session on Tuesday, August 12, 2025 at 7:00 PM in the Library at Homer Community School, Homer, Nebraska. The following board members were present or absent:

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

Administration present: Superintendent Dr. Joseph Lefdal, Principal Abbie Uhl, Principal Jake Brand, 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

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

I.A.i. Posted in the room

I.A.ii. Publication of Meeting was provided according to 84-1411

I.B. District Mission Statement:

II. Board Member Roll Call

Motion was made by Dr. Kristina Nelsen and seconded by Samantha Johnson to excuse absent board members Kirkholm and Hall. On roll call vote the Board voted as follows: The motion carried

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

Yea: 4, Nay: 0, Absent: 2

III. Excuse Absent Board Members

IV. Approval of the Agenda and changes to the Agenda

Motion was made by Ryan Harris and seconded by Samantha Johnson to approve the agenda as presented. On roll call vote the Board voted as follows: The motion carried

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

Yea: 4, Nay: 0, Absent: 2

## V.Consent Agenda

Motion was made by Dr. Kristina Nelsen and seconded by Samantha Johnson to approve all items presented on the Consent Agenda. On roll call vote the Board voted as follows: The motion carried

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

Yea: 4, Nay: 0, Absent: 2

V.A.Approval of minutes from the July regular meeting

V.B.Approve claims and accounts

V.C.Approve resignations

V.D.Approve new hires

## VI.Public Comment

## VII.Information Items: Reports

### VII.A.Administrator reports

Mrs. Uhl and Mr. Brand recognized students and families for their outstanding representation at the Dakota-Thurston County Fair and updates on professional development priorities aligned to board goals. Assessment changes include the removal of NSCAS Growth for Fall/Winter, the use of MAP Growth in grades 3-8 for reading, math, and science, spring 2026 field testing of constructed response items in ELA (grades 4, 7, and 8), and ACT composite score changes excluding science, though it remains required for Nebraska accountability. Elementary efforts focus on increasing 3rd-grade ELA proficiency from 59% to 75% through explicit phonics, phonemic awareness, vocabulary, fluency, comprehension, and writing, supported by a non-evaluative, relationship-based coaching model. Secondary updates included the onboarding of four certified teachers and two paraprofessionals, the start of fall sports, and a revised homecoming schedule (Oct. 6-10) to maximize participation. Beginning-of-year in-service (Aug. 14-19) will emphasize relationships, structure, restorative practices, MTSS supports, and engagement strategies. Summer PD reflections reinforced the importance of relationships, personalized learning, mastery-based grading, and innovation, with next steps including supporting the literacy initiative, exploring grading reforms, piloting innovative practices, and strengthening school-wide belonging and equity routines.

### VII.B.Superintendent report

We've started the process of reviewing and aligning the ELA curriculum, beginning with current materials and mapping to Nebraska standards. Compensation for classified staff overtime is also under review to ensure consistency with new work agreement from our attorney. The front lawn area may need updates for appearance and function, with costs to be determined. Transportation remains a key focus as we consider adding a fourth route to improve efficiency, along with ongoing attention to driver support, fleet maintenance, and communication. Committees such as MTSS, Culture & Environment, and Wellness continue their work. In the kitchen, we are monitoring compliance, staffing, and equipment needs. The admin team meets weekly on walkthroughs, engagement goals, PD, and consistent discipline practices to strengthen shared leadership.

## VIII.Discussion Items

#### VIII.A.2025-26 Budget update

Dr. Lefdal informed the board he has the budget nearly complete and is just waiting for the final numbers at the end of our fiscal year.

#### VIII.B.Onboarding and mentoring report for new leadership and staff

Dr. Lefdal shared positive feedback on recent new hires, noting their enthusiasm, adaptability, and fresh perspectives.

#### VIII.C.Community meeting

Dr. Lefdal is going to have a Community Meeting in early September to discuss board goals with the community. A big push will be in our attendance campaign that will begin when school starts.

#### VIII.D.January 22nd Teacher work day due to hosting conference wrestling

#### VIII.E.Post Graduate Survey

Dr. Lefdal shared the results of a post-graduate survey which had a lot of beneficial information as we look to the future.

### IX.Action Items

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

No action was taken.

IX.B.Consider, discuss, and take action to approve the 2025-26 certified and classified staff handbooks.

Motion was made by Dr. Kristina Nelsen and seconded by Samantha Johnson to approve the 2024-25 certified and classified handbooks. On roll call vote the Board voted as follows: The motion carried

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

Yea: 4, Nay: 0, Absent: 2

IX.C.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 Dr. Kristina Nelsen and seconded by Samantha Johnson 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: Absent, Ryan Harris: Yea, Samantha Johnson: Yea, Tyler Kirkholm: Absent, Dr. Kristina Nelsen: Yea, Paul Tighe: Yea

Yea: 4, Nay: 0, Absent: 2

IX.D.Consider, discuss, and take action to approve the 2025-26 tax authority resolution.

Motion was made by Ryan Harris and seconded by Dr. Kristina Nelsen to approve the 2025-26 tax authority resolution. On roll call vote the Board voted as follows: The motion carried

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

Yea: 4, Nay: 0, Absent: 2

IX.E.Consider, discuss, and take action to amend the adult breakfast prices to \$2.85

Motion was made by Samantha Johnson and seconded by Ryan Harris to amend the adult breakfast prices to \$2.85. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Absent, Ryan Harris: Yea, Samantha Johnson: Yea, Tyler Kirkholm: Absent,  
Dr. Kristina Nelsen: Yea, Paul Tighe: Yea  
Yea: 4, Nay: 0, Absent: 2

IX.F. Consider, discuss, and take action to approve the policy manual updates-second reading  
Motion was made by Dr. Kristina Nelsen and seconded by Ryan Harris to approve the policy  
manual updates-second reading. On roll call vote the Board voted as follows: The motion  
carried

Byron Hall: Absent, Ryan Harris: Yea, Samantha Johnson: Yea, Tyler Kirkholm: Absent,  
Dr. Kristina Nelsen: Yea, Paul Tighe: Yea  
Yea: 4, Nay: 0, Absent: 2

X. Next Meeting and budget hearing dates

The Budget Workshop will be August 28, 2025 at 7:15 a.m. The next regular meeting will  
be September 10, 2025 at 7:00 p.m.

XI. Adjournment

Motion was made by Dr. Kristina Nelsen and seconded by Samantha Johnson to adjourn the  
meeting at 7:57p.m. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Absent, Ryan Harris: Yea, Samantha Johnson: Yea, Tyler Kirkholm: Absent,  
Dr. Kristina Nelsen: Yea, Paul Tighe: Yea  
Yea: 4, Nay: 0, Absent: 2

Dated this Tuesday, August 12, 2025.

ATTEST:  
Dr. Kristina Nelsen  
Secretary

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

MINUTES OF REGULAR MEETING  
BOARD OF EDUCATION  
HOMER COMMUNITY SCHOOL  
Monday, July 14, 2025

A meeting of the Board of Education of Homer Community School was convened in open and public session on Monday, July 14, 2025 at 6:00 PM in the Library at Homer Community School, Homer, Nebraska. The following board members were present or absent:

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

Administration present: Superintendent Dr. Joseph Lefdal, Principal Abbie Uhl, Principal Jake Brand, 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.2025-26 Student Fees Hearing

I.A.Call the hearing to order

I.B.The purpose of the hearing is to review, discuss, consider, and receive input, support, opposition, criticism, and suggestions from patrons relating to the student fees policy.

I.C.Public comment

There was none

I.D.Discussion

All students will be assessed a \$10 student fee to access all school activities. Families that need assistance can apply for a waiver.

I.E.Adjourn student fees hearing

II.Opening the Meeting

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

II.A.i.Posted in the room

II.A.ii.Publication of Meeting was provided according to 84-1411

II.B.District Mission Statement:

### III. Board Member Roll Call

Motion was made by Byron Hall and seconded by Tyler Kirkholm to excuse absent board members Harris and Johnson. On roll call vote the Board voted as follows: The motion carried

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

Yea: 4, Nay: 0, Absent: 2

### IV. Excuse Absent Board Members

### V. Approval of the Agenda and changes to the Agenda

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

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

Yea: 4, Nay: 0, Absent: 2

### VI. Consent Agenda

Motion was made by Tyler Kirkholm and seconded by Dr. Kristina Nelsen 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: Absent, Samantha Johnson: Absent, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Paul Tighe: Yea

Yea: 4, Nay: 0, Absent: 2

### VI.A. Approval of minutes from the June regular meeting

### VI.B. Approve claims and accounts

### VI.C. Approve new hires

### VII. Public Comment

There was none

### VIII. Information Items: Reports

#### VIII.A. Administrator reports

Mrs. Uhl reported that parents are able to order their child's school supplies online and a portion goes to our Student Council. August 5th and 7th will be new student registration and she reported on different upcoming trainings. Mr. Brand reported on some trainings he has and will attend this summer and discussed the new Attendance Campaign, which will be "Every Knight, Every Minute, Every Day". This will go out on all paperwork, read in the daily announcements and communicated clearly with students.

#### VIII.B. Superintendent report

Dr. Lefdal was recently trained as a Human Trafficking Trainer of Trainers. Our new buses are scheduled to arrive on the 17th, with our drivers handling pickup. Due to new federal regulations, we will need to update our van fleet. Additionally, we have received policy manual updates from NASB for review.

### IX. Discussion Items

#### IX.A. Human Trafficking Training

Dr. Lefdal attended a training at ESU2 where he was trained as a trainer. He will do some

Inservice training at other ESU schools if asked.

#### IX.B. Bus update

All five buses will be brought back this week, and bus driver positions will be filled soon.

#### IX.C. Vehicle update

Dr. Lefdal updated the board on our vehicles and new federal laws that will require us to stop using some of our large vans. Different options were discussed as we will have 16 months as of July 31st to replace three of our vans. Dr. Lefdal will get bids on two new vehicles.

#### IX.D. Superintendent Evaluation

The Superintendent Evaluation was discussed.

#### IX.E. 1st reading of policy manual updates.

Dr. Lefdal has been working with NASB to make sure policies are up-to-date and added to the NASB online format.

### X. Action Items

#### X.A. Consider, discuss, and take action to authorize Dr. Joseph Lefdal to apply for all state, and federal funding, including Title I.

Motion was made by Byron Hall and seconded by Dr. Kristina Nelsen to authorize Dr. Joseph Lefdal to apply for all state, and federal funding, including Title I. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Absent, Samantha Johnson: Absent, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Paul Tighe: Yea  
Yea: 4, Nay: 0, Absent: 2

#### X.B. Consider, discuss, and take action to approve the 2025-26 membership with the Nebraska Rural Community Schools Association (NRCSA).

Motion was made by Byron Hall and seconded by Tyler Kirkholm to approve the 2025-26 membership with the Nebraska Rural Community Schools Association (NRCSA). On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Absent, Samantha Johnson: Absent, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Paul Tighe: Yea  
Yea: 4, Nay: 0, Absent: 2

#### X.C. Consider, discuss, and take action to approve Porter & Company, CPA's, P.C. to conduct the 2024-25 District audit.

Motion was made by Tyler Kirkholm and seconded by Byron Hall to approve Porter & Company, CPA's, P.C. to conduct the 2024-25 District audit. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Absent, Samantha Johnson: Absent, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Paul Tighe: Yea  
Yea: 4, Nay: 0, Absent: 2

#### X.D. Consider, discuss, and take action to approve the 2025-26 student handbooks.

Dr. Lefdal has been working with our attorneys to update our handbook to match our policies.

Motion was made by Dr. Kristina Nelsen and seconded by Byron Hall to approve the 2025-26 student handbook. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Absent, Samantha Johnson: Absent, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Paul Tighe: Yea  
Yea: 4, Nay: 0, Absent: 2

X.E. Consider, discuss, and take action to approve the 2025-26 school lunch prices. Student Elem \$3.30, JH/HS \$3.40, Adult Lunch \$5.25, Student Breakfast \$2.25, Adult Breakfast \$2.75.

Motion was made by Tyler Kirkholm and seconded by Byron Hall to approve the 2025-26 school lunch prices. Student Elem \$3.30, JH/HS \$3.40, Adult Lunch \$5.25, Student Breakfast \$2.25, Adult Breakfast \$2.75. On roll call vote the Board voted as follows: The motion carried

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

Yea: 4, Nay: 0, Absent: 2

X.F. Consider, discuss, and take action on the second reading of policy updates.

Motion was made by Dr. Kristina Nelsen and seconded by Byron Hall on the second reading of policy updates. On roll call vote the Board voted as follows: The motion carried

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

Yea: 4, Nay: 0, Absent: 2

#### XI. Next Meeting

The next board meeting will be Tuesday, August 12th at 7:00 p.m.

#### XII. Adjournment

Motion was made by Dr. Kristina Nelsen and seconded by Tyler Kirkholm to adjourn the meeting at 6:58 p.m. On roll call vote the Board voted as follows: The motion carried

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

Yea: 4, Nay: 0, Absent: 2

Dated this Monday, July 14, 2025.

ATTEST:  
Dr. Kristina Nelsen  
Secretary

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

Vendor Name	Invoice Number	Description	Amount
Checking Account ID 1	Fund Number 01	GENERAL FUND	
Ahern Fire Protection	746215	Annual Sprinkler Inspection	192.00
Total Ahern Fire Protection			192.00
Appeara	1098265,11-0001	Mop Suplies	152.44
Total Appeara			152.44
AT&T	08112025-0001	Long Distance	80.60
Total AT&T			80.60
Blick Art Materials	5880408,5940925	Large Order for the 2025-2026 SY	11,430.75
Total Blick Art Materials			11,430.75
Candlewood Suites	90205	Admin Days Hotel	419.85
Total Candlewood Suites			419.85
Capital One Bank	07242025-0001	Custodial Supplies	63.10
Total Capital One Bank			63.10
Carolina Biological Supply	53069650	dissection materials	1,275.58
Total Carolina Biological Supply			1,275.58
Century Link	08042025	Phone charges	321.44
Total Century Link			321.44
Comfort Inn Kearney	1794845	Hotel - admin	164.00
Total Comfort Inn Kearney			164.00
Court Floors LLC	07132025	Gym Floor	3,800.00
Total Court Floors LLC			3,800.00
Dakota County Star	160,145	Publish minutes	159.66
Total Dakota County Star			159.66
Daktronics, Inc.	7148241	Classroom Materials	2,500.00
Total Daktronics, Inc.			2,500.00
E.J. Terrazo & Tile, Inc.	411709-0001	Resurface restrooms	2,524.00
Total E.J. Terrazo & Tile, Inc.			2,524.00
Eakes Office Solutions	670198	purchase option on leased equipment	1.00
Total Eakes Office Solutions			1.00
Echo Group, Inc.	S011309255	Track Timer Parts	554.29
Total Echo Group, Inc.			554.29
EMC Insurance Companies	7002794594	Bus insurance	8,967.00
Total EMC Insurance Companies			8,967.00
Esu #1	012908,SP 10571	4th Quarter SPED billing, training	65,563.72
Total Esu #1			65,563.72

Vendor Name	Invoice Number	Description	Amount
ESU Coordinating Council	136,3111	Movie Licensing	1,284.61
<b>Total ESU Coordinating Council</b>			<b>1,284.61</b>
Fastwyre Broadband	1520837-0001	Monthly Fee	10.45
<b>Total Fastwyre Broadband</b>			<b>10.45</b>
First National Bank Omaha	0701-0001	SPED	217.90
First National Bank Omaha	0702-0001	Preschool	449.67
First National Bank Omaha	0703-0001	PK Classroom Supplies	254.44
First National Bank Omaha	0704-0001	Nursing Supplies for the year	558.13
First National Bank Omaha	0705-0001		131.89
First National Bank Omaha	0706-0001	Crossover Classroom Set	139.20
First National Bank Omaha	0707-0001	Supplies	44.09
First National Bank Omaha	0708-0001		58.79
First National Bank Omaha	0709-0001	Science supplies for Mrs. Gonzalez	73.65
First National Bank Omaha	0710-0001	classroom supplies	229.84
First National Bank Omaha	0711-0001	Supplies	467.69
First National Bank Omaha	0715-0001	School Year 25/26	251.92
First National Bank Omaha	0716-0001		122.96
First National Bank Omaha	0717-0001		209.00
First National Bank Omaha	0719-0001	classroom supplies	27.64
First National Bank Omaha	08072025-0001	supplies	503.85
<b>Total First National Bank Omaha</b>			<b>3,740.66</b>
Gill Hauling	4268855T13-0001	Trash Removal	981.28
<b>Total Gill Hauling</b>			<b>981.28</b>
Hillyard / Sioux Falls Branch	605878894,605883389	suplies	395.59
Hillyard / Sioux Falls Branch	605883390	Supplies	492.38
<b>Total Hillyard / Sioux Falls Branch</b>			<b>887.97</b>
Innovative Office Solutions, LLC	4893331	Teaching Supplies	2,149.54
<b>Total Innovative Office Solutions, LLC</b>			<b>2,149.54</b>
J & J Pronto	07312025-0001	Fuel	1,052.32
<b>Total J &amp; J Pronto</b>			<b>1,052.32</b>
JW Pepper & Son Inc	367614029,367616012	Band Music	198.24
<b>Total JW Pepper &amp; Son Inc</b>			<b>198.24</b>
Language Link	309485	Yearly Activation Fee	50.00
<b>Total Language Link</b>			<b>50.00</b>
Matheson Tri-Gas, Inc.	52545855-0001	Shop Supplies	59.89
<b>Total Matheson Tri-Gas, Inc.</b>			<b>59.89</b>
Menards	65720,65624,65416,65	Supplies	3,408.85
<b>Total Menards</b>			<b>3,408.85</b>
Meyer, Inc.	51924	Playground supplies	200.00
<b>Total Meyer, Inc.</b>			<b>200.00</b>
Mid-bell Music, Inc	10937278,10937292	Music Supplies	239.59
Mid-bell Music, Inc	10940589	Marimba order for grant	5,278.66

Vendor Name	Invoice Number	Description	Amount
Total Mid-bell Music, Inc			<u>5,518.25</u>
Mystery Science	20250809	K-5 Science Curriculum	999.00
Total Mystery Science			<u>999.00</u>
Ncsa	08042025	Dues	870.00
Total Ncsa			<u>870.00</u>
Nebraska Public Power Distric	08112025-0001	Electric	4,005.88
Total Nebraska Public Power Distric			<u>4,005.88</u>
One Source	2022185075	Background checks	48.00
Total One Source			<u>48.00</u>
Perry Guthery Haase & Gessfor	190	Legal Fees	396.00
Total Perry Guthery Haase & Gessfor			<u>396.00</u>
Plan Services	308	403(b) administration fee	200.00
Total Plan Services			<u>200.00</u>
Platform Athletics, LLC	7315	HS instruction	1,350.00
Total Platform Athletics, LLC			<u>1,350.00</u>
Pye-Barker	342484	Fire extinguisher	225.00
Pye-Barker	344619	Fire ext. inspection	145.00
Total Pye-Barker			<u>370.00</u>
Pyramid School Products	S1487854.001	Supplies	255.84
Total Pyramid School Products			<u>255.84</u>
Robertson Implement Co.	91905	Mower Blade sharpen	7.00
Total Robertson Implement Co.			<u>7.00</u>
Scholastic, Inc.	M7596939	Elementary supplies	1,152.04
Total Scholastic, Inc.			<u>1,152.04</u>
School Mate	634068	25-26 Elementary Planners	388.50
Total School Mate			<u>388.50</u>
School Outlet	S58680	Elementary supplies	403.79
Total School Outlet			<u>403.79</u>
Siouxland Lock & Key	19534	Supplies	404.90
Total Siouxland Lock & Key			<u>404.90</u>
SOCS/FES	4008	Web Hosting	2,470.00
Total SOCS/FES			<u>2,470.00</u>
Software Unlimited, Inc.	20250725-34	Software training	150.00
Total Software Unlimited, Inc.			<u>150.00</u>
Staples Advantage	6037469259, 603820606	Supplies	146.76

**Board Report - Board**

Vendor Name	Invoice Number	Description	Amount
Total Staples Advantage			<u>146.76</u>
Stateline Electric	19384	Electrical work in shop and girls LR	<u>557.46</u>
Total Stateline Electric			557.46
Sterling Computers	212851	MS Renewal	4,261.78
Sterling Computers	213919	Microsoft A3 & A5 License	<u>284.34</u>
Total Sterling Computers			4,546.12
Time Management Systems	341448-0001	Monthly Fee	<u>85.00</u>
Total Time Management Systems			85.00
Troy's Auto World	1889-0001	Windshield - grey van	<u>866.22</u>
Total Troy's Auto World			866.22
Vector Solutions	123458	Staff Training	<u>2,056.68</u>
Total Vector Solutions			2,056.68
Village Of Homer	08152025-0001	Water	<u>466.74</u>
Total Village Of Homer			466.74
Wayne State College	09032026	Booth at Education Fair	<u>50.00</u>
Total Wayne State College			50.00
Wilmes Hardware Hank	1752609,1752811,1753	Supplies	<u>62.21</u>
Total Wilmes Hardware Hank			62.21
WoodRiver Energy, LLC	460550-0001	Natural Gas	<u>223.75</u>
Total WoodRiver Energy, LLC			223.75
Fund Number 01			<u>140,243.38</u>
Checking Account ID 1			<u>140,243.38</u>



<b>Building Fund: (Used for Improvements)</b>	
Balance in Building Fund Passbook (7-1-25)	\$ 172,393.05
Interest	399.37
Dakota and Thurston County Treasurer	1,889.85

**July Ending Balance                   \$ 174,682.27**

<b>QCPUF Fund</b>	
Balance in QCPUF (7-1-25)	\$ 155,111.15
Interest	357.10
Dakota and Thurston County Treasurer	656.10

**July Ending Balance                   \$ 156,124.35**

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<b>Depreciation Fund: (Used for Replacement)</b>	
Balance in Depreciation Fund Balance (7-1-25)	\$ 373,866.81
Interest	756.18
Less transfer to General Fund	27,324.38
Less transfer to Activities	47,318.14
Less check to Mohawk USA. LLC	2,167.53

**July Ending Balance                   \$ 297,812.94**

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## Total Collections

	2021-2022	2022-2023	2023-2024	2024-2025
September	1,101,510	800,659	698,595	725,802
October	466,671	316,779	466,618	652,282
November	354,239	519,791	221,093	698,727
December	273,331	275,982	346,820	703,572
January	1,441,146	1,130,286	1,324,358	869,749
February	666,287	588,149	524,431	854,291
March	331,897	332,046	485,652	532,020
April	381,882	574,028	513,032	492,355
May	1,183,274	855,633	996,973	1,400,457
June	409,099	429,134	489,487	554,793
July	60,559	48,640	84,226	69,485
August	43,664	417,695	93,457	
<b>TOTALS</b>	<b>6,713,559</b>	<b>6,288,821</b>	<b>6,244,744</b>	<b>7,553,532</b>

## Tax Collections

	2021-2022	% of Total	2022-2023	% of Total	2023-2024	% of Total	2024-2025	% of Total
September	838,046	76.08%	600,231	74.97%	504,135	72.16%	505,420	69.64%
October	102,555	21.98%	116,402	36.75%	108,401	23.23%	143,002	21.92%
November	27,097	7.65%	35,932	6.91%	29,497	13.34%	29,152	4.17%
December	26,170	9.57%	25,912	9.39%	25,976	7.49%	39,247	5.58%
January	955,255	66.28%	889,616	78.71%	991,893	74.90%	516,753	59.41%
February	322,780	48.44%	214,253	36.43%	228,350	43.54%	655,772	76.76%
March	85,328	25.71%	59,157	17.82%	70,956	14.61%	36,784	6.91%
April	338,837	88.73%	347,686	60.57%	232,260	45.27%	191,916	38.98%
May	732,782	61.93%	591,358	69.11%	706,690	70.88%	1,194,987	85.33%
June	144,668	35.36%	135,466	31.57%	173,628	35.47%	146,425	26.39%
July	53,367	88.12%	40,059	82.36%	28,798	34.19%	36,411	52.40%
August	36,306	83.15%	49,150	11.77%	33,418	35.76%		#DIV/0!
<b>TOTALS</b>	<b>3,663,191</b>	<b>54.56%</b>	<b>3,105,221</b>	<b>49.38%</b>	<b>3,134,003</b>	<b>50.19%</b>	<b>3,495,870</b>	<b>46.28%</b>

## State Aid

	2021-2022	% of Total	2022-2023	% of Total	2023-2024	% of Total	2024-2025	% of Total
September	198,188	17.99%	199,203	24.88%	191,609	27.43%	201,069	27.70%
October	198,188	42.47%	195,724	61.79%	185,008	39.65%	200,874	30.80%
November	198,188	55.95%	195,724	37.65%	185,008	83.68%	0	0.00%
December	198,188	72.51%	195,724	70.92%	185,008	53.34%	401,748	57.10%
January	198,188	13.75%	195,724	17.32%	185,008	13.97%	200,874	23.10%
February	198,188	29.75%	195,724	33.28%	185,008	35.28%	0	0.00%
March	198,188	59.71%	195,724	58.94%	185,008	38.09%	401,748	75.51%
April	0	0.00%	195,724	34.10%	185,008	36.06%	200,874	40.80%
May	396,376	33.50%	195,724	22.87%	185,008	18.56%	200,874	14.34%
June	198,188	48.44%	195,719	45.61%	185,004	37.80%	200,873	36.21%
July								
August								
<b>TOTALS</b>	<b>1,981,880</b>	<b>29.52%</b>	<b>1,960,714</b>	<b>31.18%</b>	<b>1,856,677</b>	<b>29.73%</b>	<b>2,008,934</b>	<b>26.60%</b>

Homer Community Schools

08/09/2025 11:31 AM

Function Number		Budget Amount	Expended During Month	Expenditures to Date	% of Budget
01					
1100	REGULAR INSTRUCTIONAL PROGRAMS	3,721,460.00	278,763.51	3,207,608.50	86.99
1125	REGULAR INSTRUCTIONAL PROGRAMS SCHOOL AG	39,900.00	0.00	73,258.76	183.61
1150	LIMITED ENGLISH PROF PROGRAMS	12,380.00	2,047.37	23,970.01	193.62
1160	PROVERTY PROGRAMS	523,200.00	41,145.49	573,941.49	109.70
1190	EARLY CHILDHOOD ED PROGRAMS	3,060.00	403.69	14,355.70	481.45
1200	SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS	500,000.00	34,106.00	613,056.38	122.61
1300	SUMMER SCHOOL	25,000.00	0.00	1,146.69	4.59
2120	GUIDANCE SERVICES	178,000.00	12,605.21	135,130.21	75.92
2130	HEALTH SERVICES	76,000.00	30.13	59,675.83	78.52
2141	PSYCHOLOGICAL SERVICES SPED SCHOOL AGE	80,000.00	23,188.50	94,752.00	118.44
2151	SPEECH & AUDIOLOGY SERV SPED SCHOOL AGE	110,000.00	22,264.75	88,726.50	80.66
2161	OT SERVICES SPED SCHOOL AGE	6,000.00	2,367.75	8,656.50	144.28
2171	PT SERVICES SPED SCHOOL AGE	0.00	1,330.00	5,285.00	0.00
2181	VISION SERVICES SPED SCHOOL AGE	0.00	96.00	96.00	0.00
2213	INST STAFF TRAINING	0.00	100.00	1,956.40	0.00
2220	LIBRARY/MEDIA SERVICES	175,000.00	8,605.26	108,008.20	61.72
2310	BOARD OF EDUCATION	0.00	0.00	850.00	0.00
2320	EXECUTIVE ADMINISTRATION	290,000.00	17,910.98	214,028.04	73.80
2410	OFFICE OF PRINCIPAL	410,000.00	35,830.15	383,353.65	93.50
2510	GENERAL ADMIN-BUSINESS SERVICE	200,000.00	13,736.68	159,944.62	80.41
2530	PRINT, PUB, DUP SERVICES	0.00	1.00	1.00	0.00
2570	PERSONNEL SERVICES	0.00	2,206.68	2,586.68	0.00
2610	SUPPORT SERVICES OPERATION OF BUILDING	513,000.00	37,103.47	523,823.91	105.78
2650	VEHICLE OPP, ACQUISITION AND MAINTENANCE	25,000.00	0.00	0.00	0.00
2660	SECURITY	2,000.00	0.00	0.00	0.00
2710	VEHICLE OPP & PURCH REG ED	389,601.00	10,978.48	455,326.26	116.87
2712	VEHICLE OPP & PURCH SCHOOL AGE SPED	0.00	0.00	600.99	0.00
3535	HIGH ABILITY LEARNERS	14,000.00	384.24	8,338.08	59.56
3551	CAREER EDUCATION	0.00	0.00	1,084.00	0.00
6200	TITLE I, PART A ESSA IMP BASIC BY LOCAL	199,000.00	10,315.36	125,491.16	63.06
6210	TITLE I PART A ACCT ESSA IMPROV BASIC	6,000.00	0.00	0.00	0.00
6408	6408	103,000.00	10,287.75	51,245.25	49.75
6700	FED VOC & APP TECH ED (CARL PERKINS)	10,000.00	0.00	6,065.67	60.66
6910	NATIVE AMERICAN EDUCATION	142,000.00	9,505.60	146,011.45	102.82
6990	OTHER FED CATEGORICAL RECEIPTS	0.00	5,278.66	10,859.13	0.00
6992	REAP	45,000.00	0.00	5,606.00	12.46
6997	6997	5,000.00	0.00	0.00	0.00
6998	6998	0.00	0.00	13,432.29	0.00
8000	TRANSFERS (OUTGOING)	165,065.00	0.00	0.00	0.00
	Grand Total	7,968,666.00	580,592.71	7,118,272.35	89.95

Dear Joey, Jake, and Abby,

I am writing to formally resign from my position as a Paraeducator at Homer Community Schools, effective immediately.

This decision comes as I prepare for an upcoming deployment. I wanted to inform you in advance of the upcoming school year to allow time for making any necessary arrangements and to begin the process of filling the position.

Working at Homer has been incredibly meaningful to me. I'm truly grateful for the opportunity to support our students and to work alongside such dedicated and compassionate educators. The guidance and encouragement I've received made my experience here especially rewarding.

If there's anything you need from me, please don't hesitate to reach out. I can be reached at [morganj1519@gmail.com](mailto:morganj1519@gmail.com).

Thank you again for the opportunity to be part of this community. I will sincerely miss the staff and students, and I hope to stay in touch in the future.

Sincerely,  
Morgan Johnson

# Homer Community School



## Class of 2023 Postgraduate Results

Prepared by:

**LIFETRACK**  
SERVICES, INC.

# **SURVEY SUMMARY AS OF 7/29/2025**

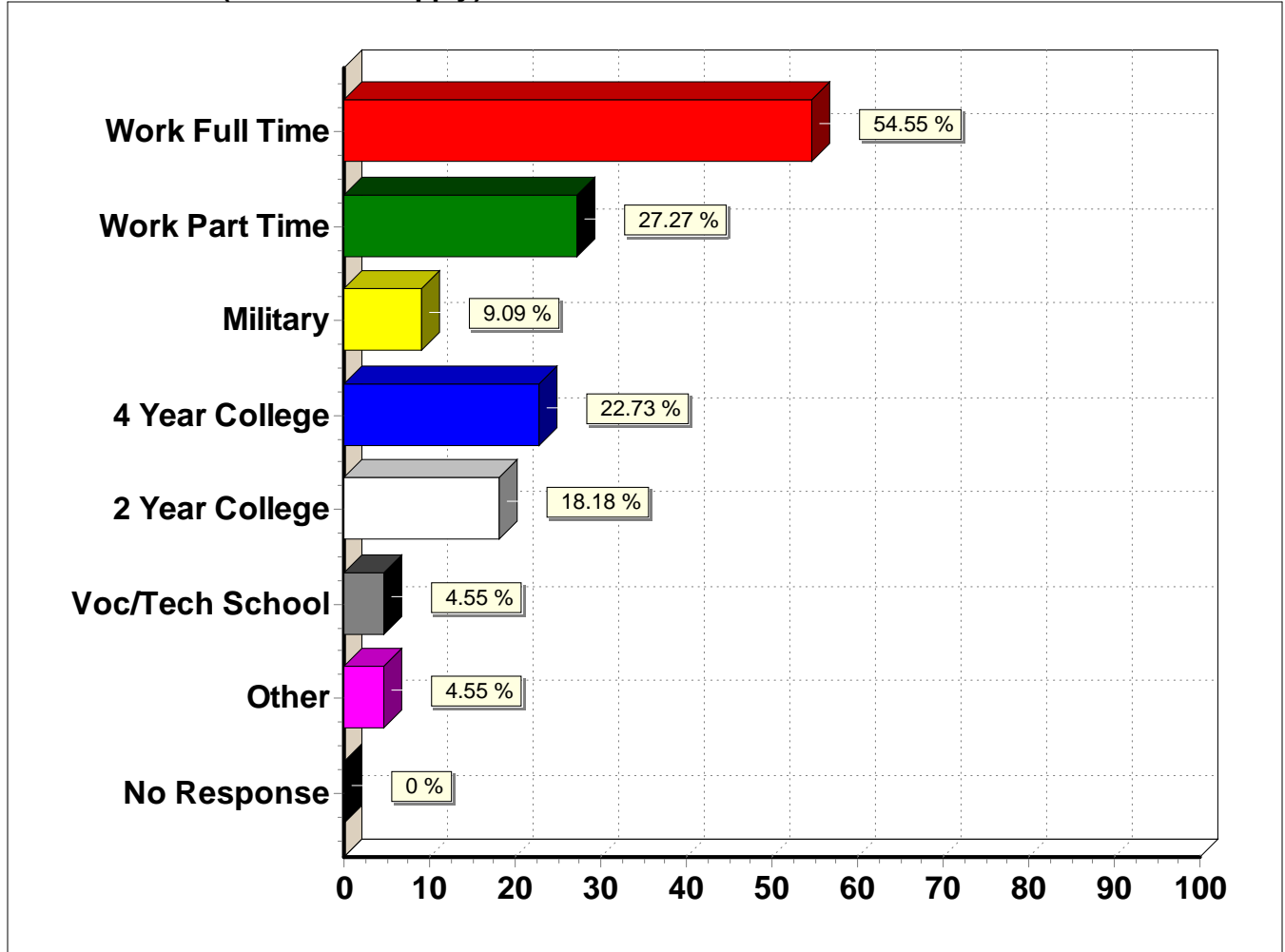
## **CALLING SUMMARY**

<b>TOTAL GRADUATES:</b>	<b>36</b>
<b>NO PHONE NUMBERS:</b>	<b>0</b>
<b>DISCONNECTED PHONE NUMBERS:</b>	<b>0</b>
<b>WRONG PHONE NUMBERS:</b>	<b>0</b>

## **SURVEY RESULTS**

<b>NOT INTERESTED IN COMPLETING SURVEY</b>	<b>2</b>
<b>TOTAL RESPONSES TO SURVEY:</b>	<b>22</b>
<b>RESPONSE RATE</b>	<b>61.1%</b>

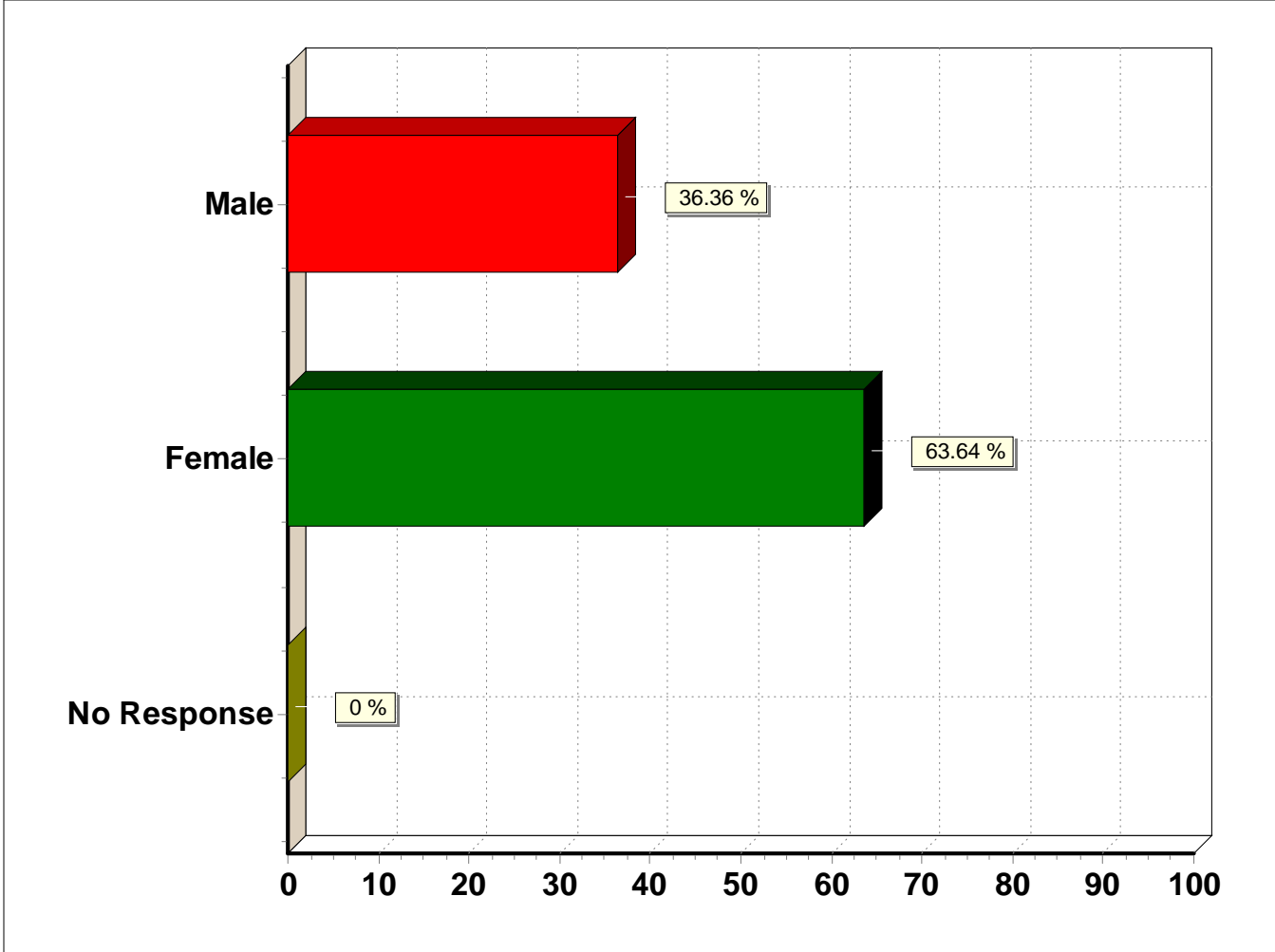
**Present Status: (Mark all that apply)**



**Present Status: (Mark all that apply)**

Response (n = 22)	Frequency	Percent
Work Full Time	12	54.5%
Work Part Time	6	27.3%
Military	2	9.1%
4 Year College	5	22.7%
2 Year College	4	18.2%
Voc/Tech School	1	4.5%
Other	1	4.5%
No Response	0	0.0%

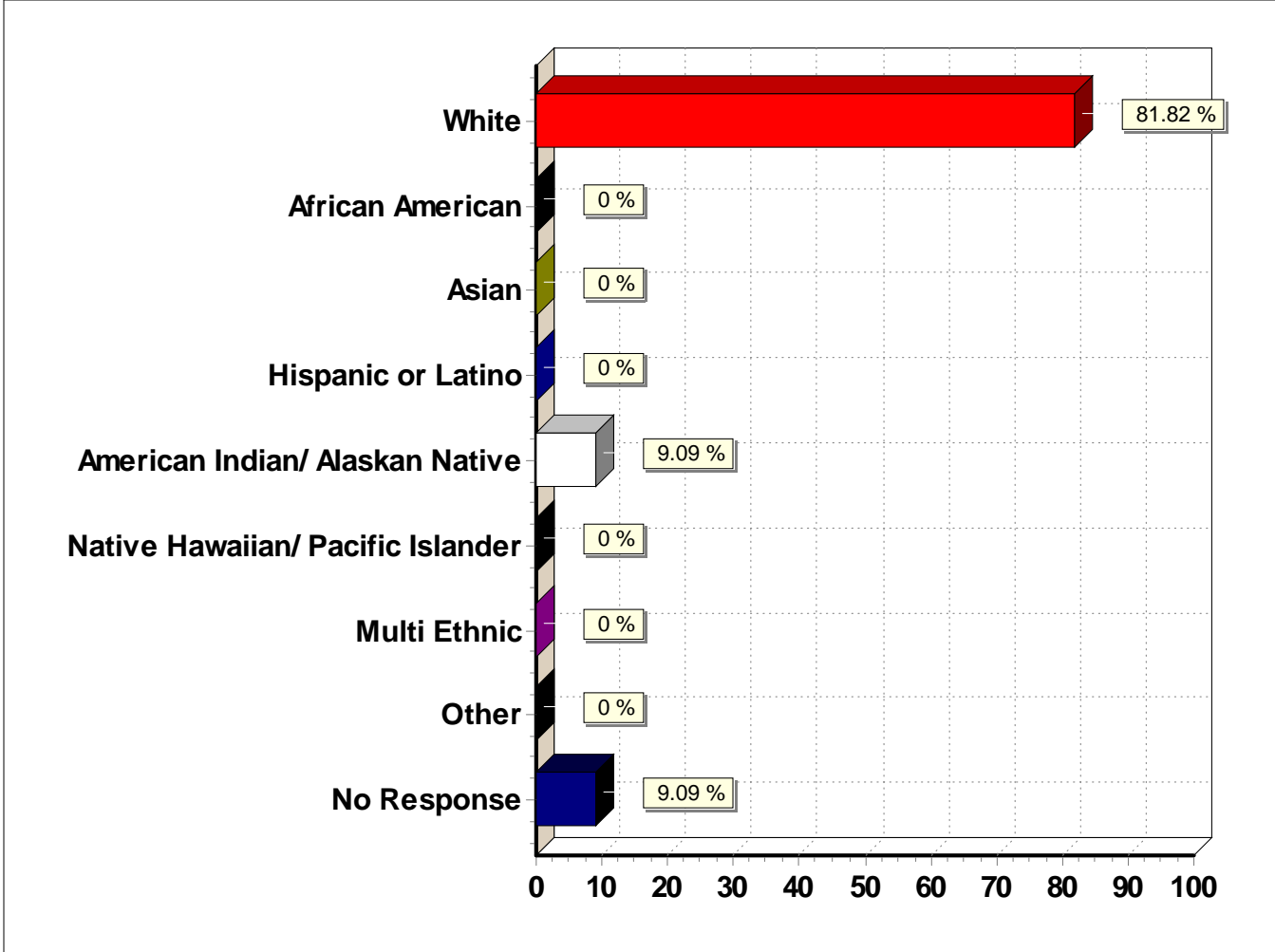
**Gender:**



**Gender:**

Response (n = 22)	Frequency	Percent
Male	8	36.4%
Female	14	63.6%
No Response	0	0.0%

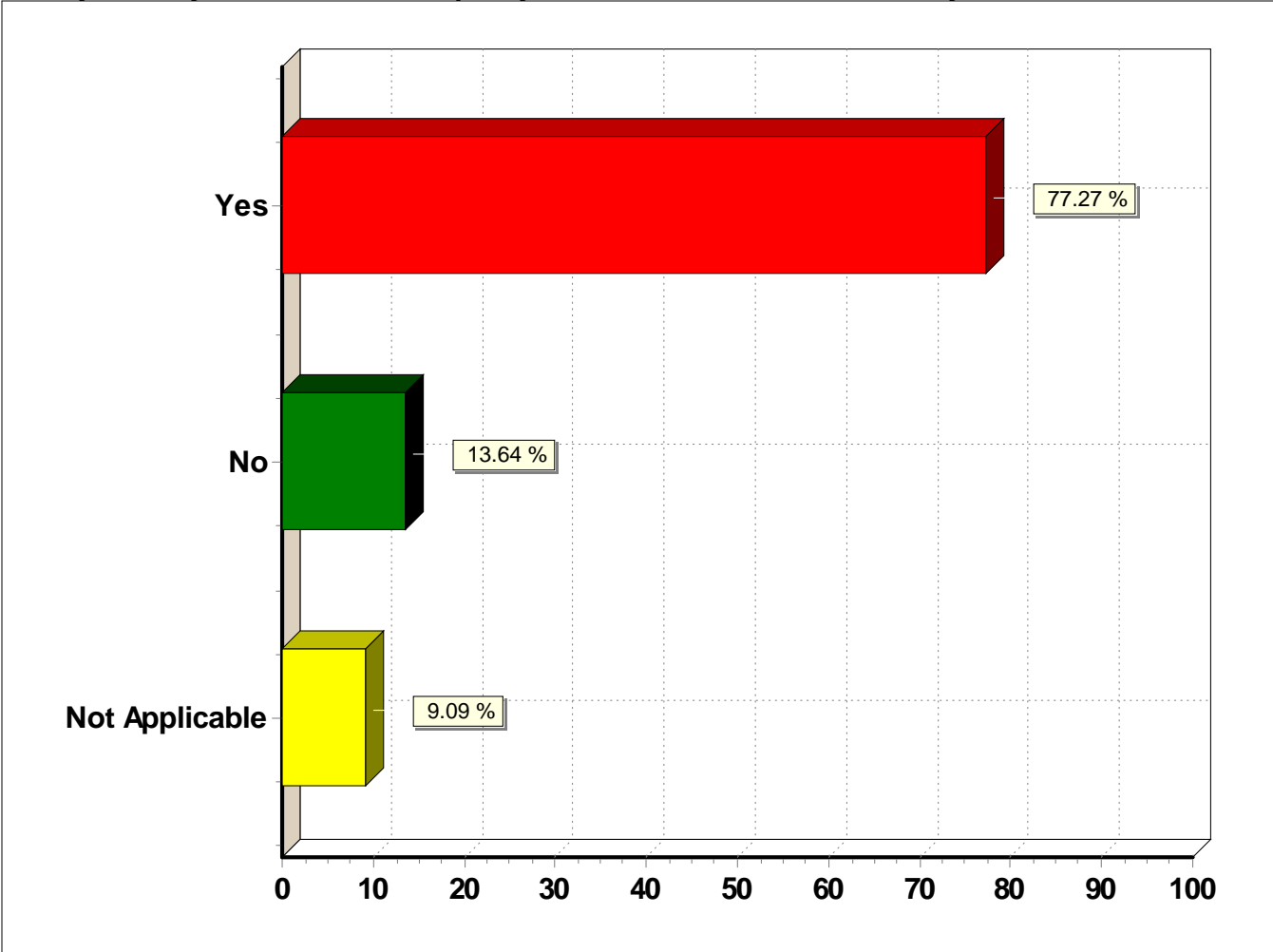
**Ethnicity / Race:**



**Ethnicity / Race:**

Response (n = 22)	Frequency	Percent
White	18	81.8%
African American	0	0.0%
Asian	0	0.0%
Hispanic or Latino	0	0.0%
American Indian/ Alaskan Native	2	9.1%
Native Hawaiian/ Pacific Islander	0	0.0%
Multi Ethnic	0	0.0%
Other	0	0.0%
No Response	2	9.1%

1. Do you feel you were offered a quality education at Homer Community School?



1. Do you feel you were offered a quality education at Homer Community School?

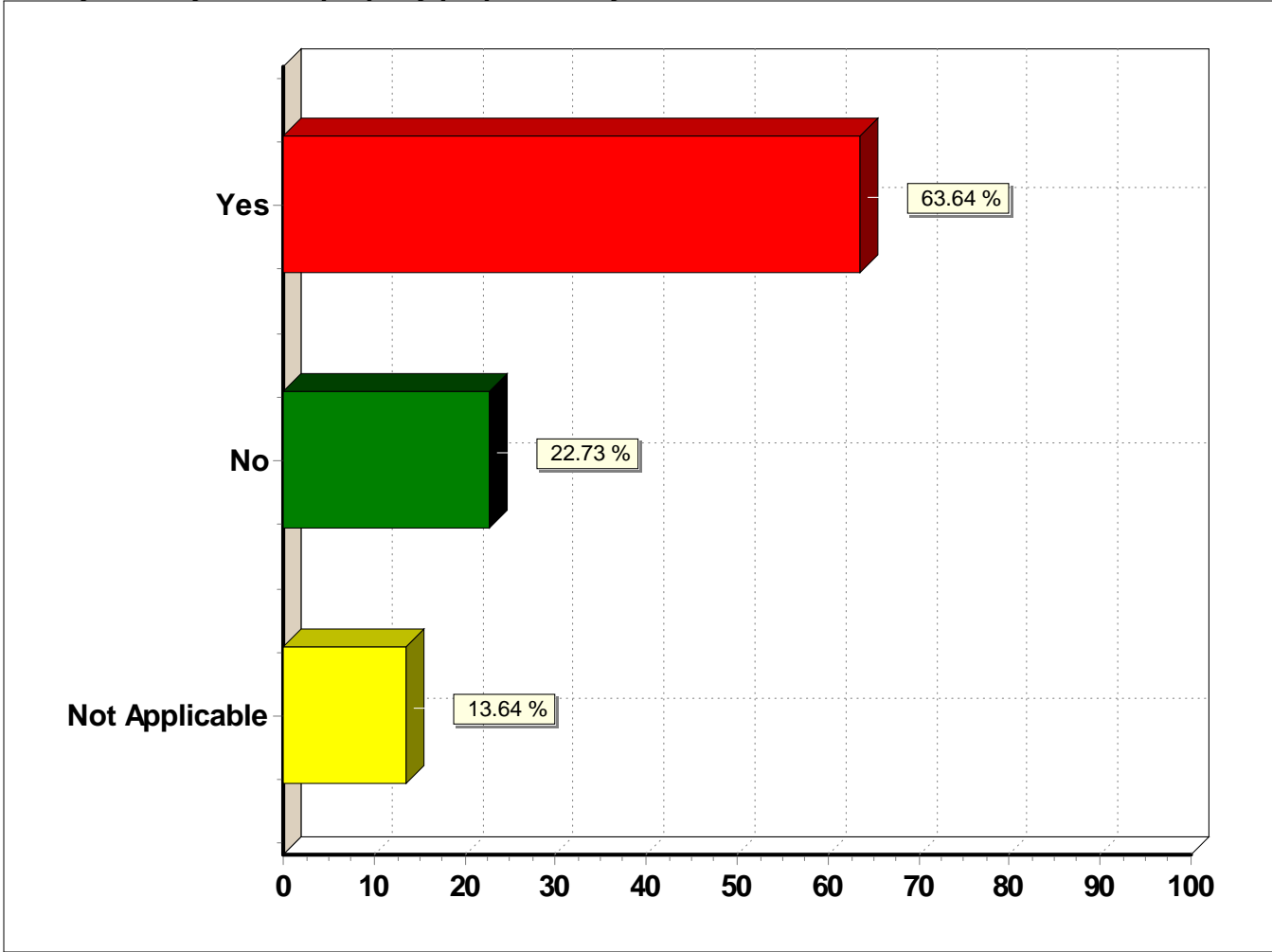
Response (n = 22)	Frequency	Percent
Yes	17	77.3%
No	3	13.6%
Not Applicable	2	9.1%

**Question 1 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		1. Do you feel you were offered a quality education at Homer Community School?			
		Yes	No	Not Applicable	Total (Row)
<b>Gender:</b>	Male	7 87.5%	0 0.0%	1 12.5%	8 100.0%
	Female	10 71.4%	3 21.4%	1 7.1%	14 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	17	3	2	22
	Count (n)	-	-	-	-
Count (n) 22					

Frequency Row Percent		1. Do you feel you were offered a quality education at Homer Community School?			
		Yes	No	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	15 83.3%	3 16.7%	0 0.0%	18 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	2 100.0%	0 0.0%	0 0.0%	2 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	2 100.0%	2 100.0%
	Total (Column)	17	3	2	22
	Count (n)	-	-	-	-
Count (n) 22					

**2. Do you feel you were properly prepared for your future?**



**2. Do you feel you were properly prepared for your future?**

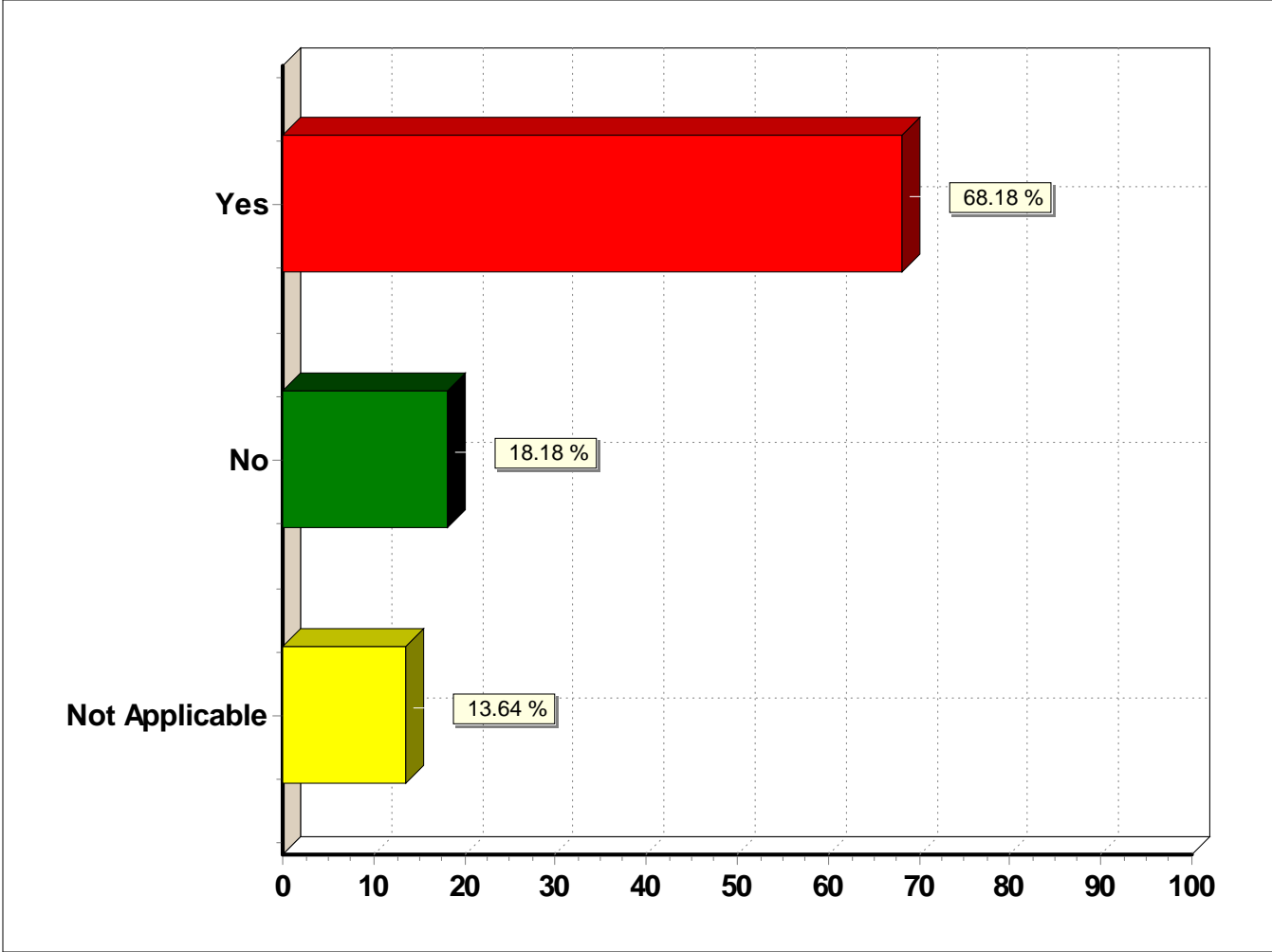
Response (n = 22)	Frequency	Percent
Yes	14	63.6%
No	5	22.7%
Not Applicable	3	13.6%

**Question 2 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		2. Do you feel you were properly prepared for your future?			
		Yes	No	Not Applicable	Total (Row)
<b>Gender:</b>	Male	7 87.5%	0 0.0%	1 12.5%	8 100.0%
	Female	7 50.0%	5 35.7%	2 14.3%	14 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	14	5	3	22
	Count (n)	-	-	-	-

Frequency Row Percent		2. Do you feel you were properly prepared for your future?			
		Yes	No	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	12 66.7%	5 27.8%	1 5.6%	18 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	2 100.0%	0 0.0%	0 0.0%	2 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	2 100.0%	2 100.0%
	Total (Column)	14	5	3	22
	Count (n)	-	-	-	-

**3. Were you properly prepared in thinking skills such as creativity, decision making and problem solving?**



**3. Were you properly prepared in thinking skills such as creativity, decision making and problem solving?**

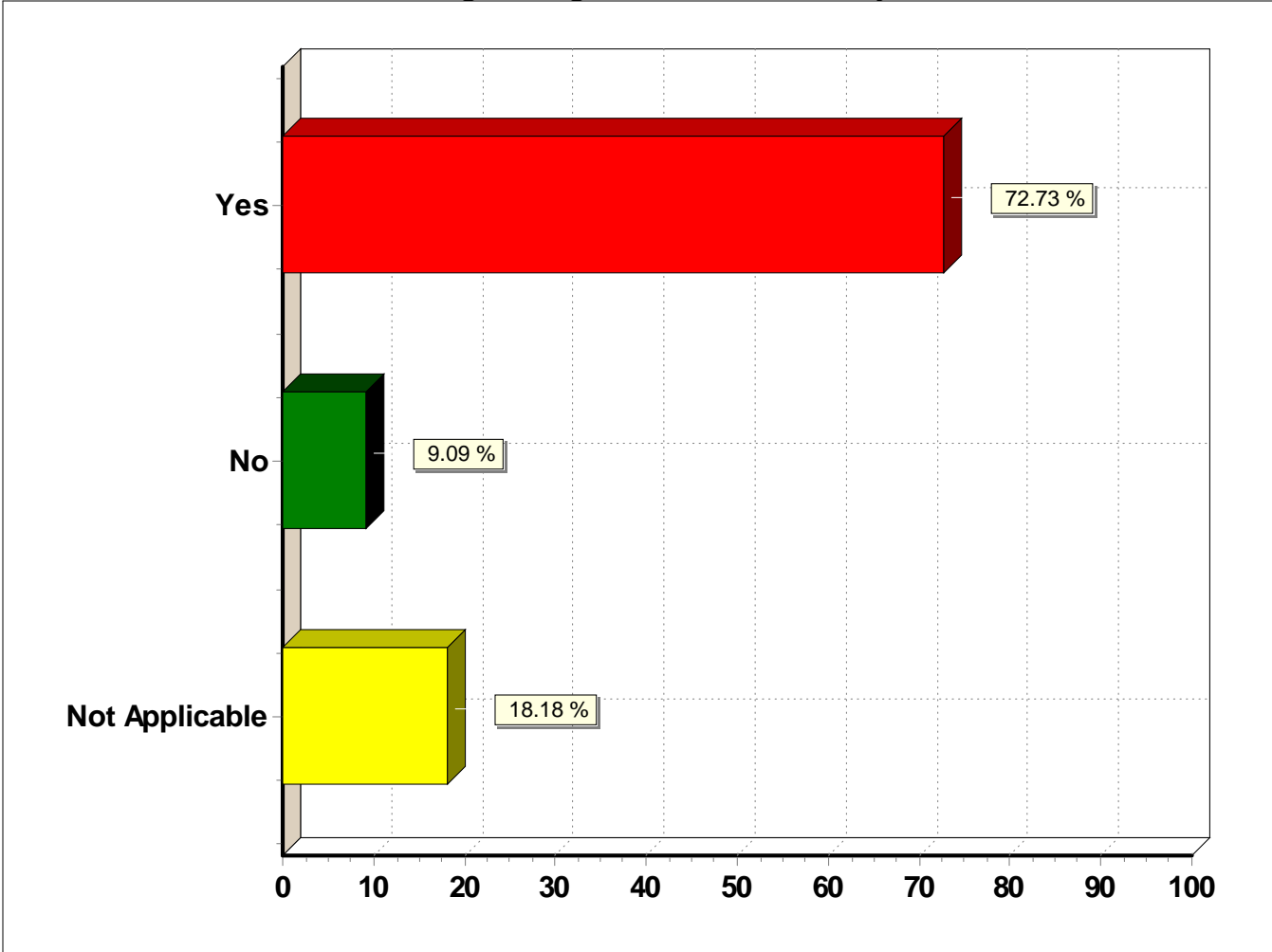
Response (n = 22)	Frequency	Percent
Yes	15	68.2%
No	4	18.2%
Not Applicable	3	13.6%

**Question 3 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		<b>3. Were you properly prepared in thinking skills such as creativity, decision making and problem solving?</b>			
		Yes	No	Not Applicable	Total (Row)
<b>Gender:</b>	Male	6 75.0%	1 12.5%	1 12.5%	8 100.0%
	Female	9 64.3%	3 21.4%	2 14.3%	14 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	15	4	3	22
	Count (n)	-	-	-	-
22					

Frequency Row Percent		<b>3. Were you properly prepared in thinking skills such as creativity, decision making and problem solving?</b>			
		Yes	No	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	13 72.2%	4 22.2%	1 5.6%	18 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	2 100.0%	0 0.0%	0 0.0%	2 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	2 100.0%	2 100.0%
	Total (Column)	15	4	3	22
	Count (n)	-	-	-	-
22					

4. Were the academic standards high enough at Homer Community School?



4. Were the academic standards high enough at Homer Community School?

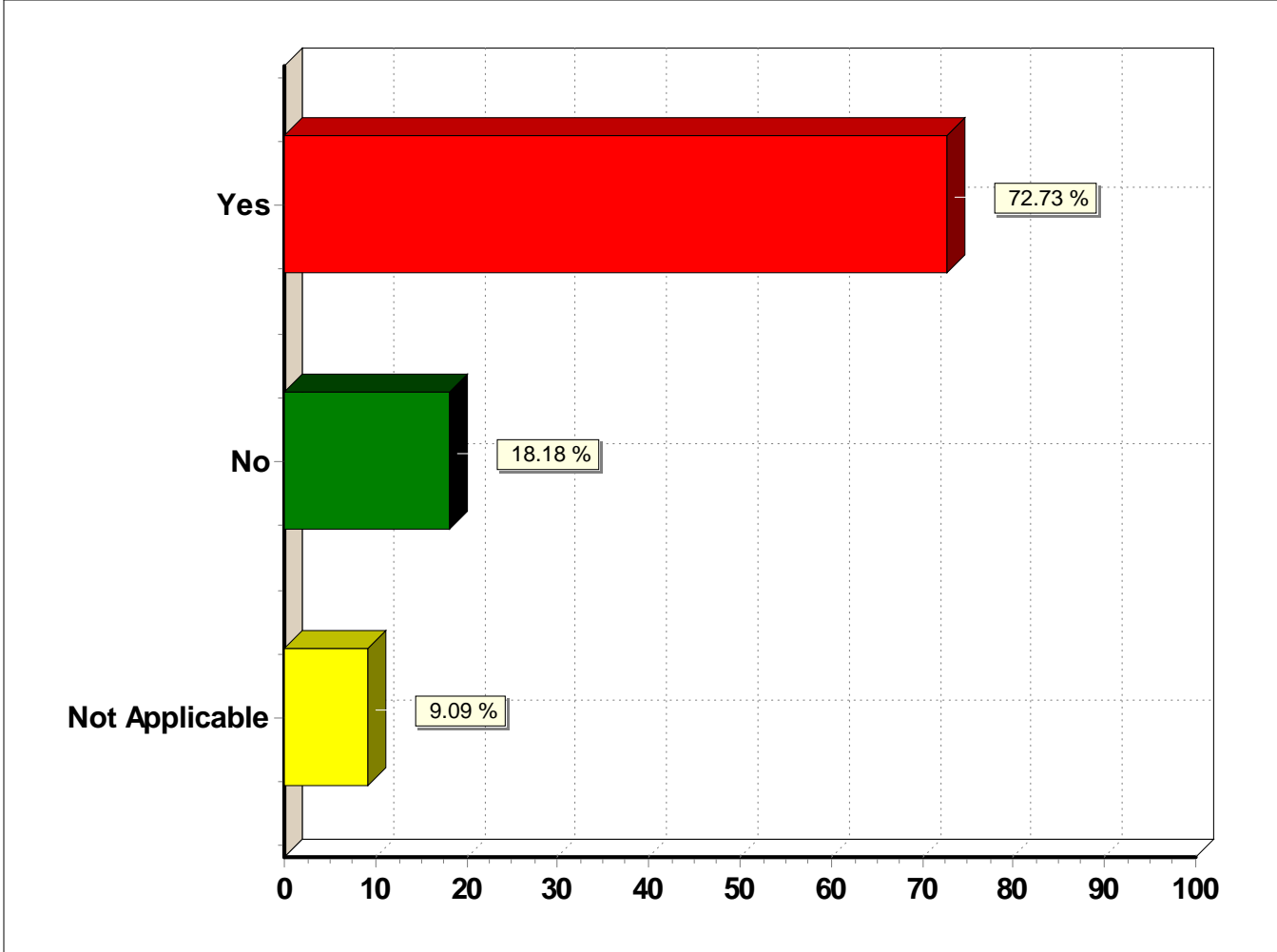
Response (n = 22)	Frequency	Percent
Yes	16	72.7%
No	2	9.1%
Not Applicable	4	18.2%

**Question 4 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		4. Were the academic standards high enough at Homer Community School?			
		Yes	No	Not Applicable	Total (Row)
<b>Gender:</b>	Male	5 62.5%	1 12.5%	2 25.0%	8 100.0%
	Female	11 78.6%	1 7.1%	2 14.3%	14 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	16 -	2 -	4 -	22 -
	Count (n)	22			

Frequency Row Percent		4. Were the academic standards high enough at Homer Community School?			
		Yes	No	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	15 83.3%	1 5.6%	2 11.1%	18 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	1 50.0%	1 50.0%	0 0.0%	2 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	2 100.0%	2 100.0%
	Total (Column)	16 -	2 -	4 -	22 -
	Count (n)	22			

5. Did school provide an environment that was safe, drug-free, and positive for learning?



5. Did school provide an environment that was safe, drug-free, and positive for learning?

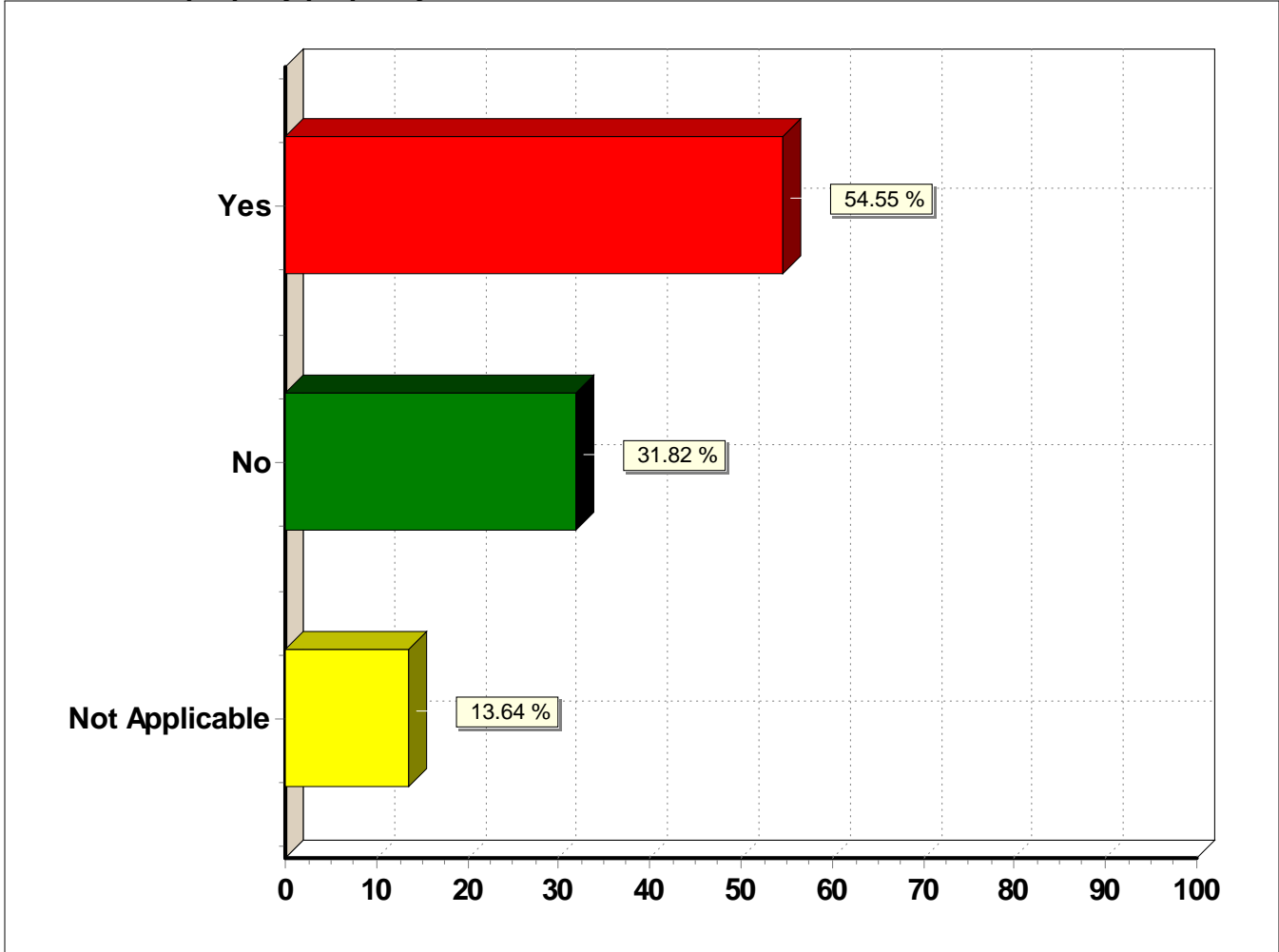
Response (n = 22)	Frequency	Percent
Yes	16	72.7%
No	4	18.2%
Not Applicable	2	9.1%

**Question 5 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		5. Did school provide an environment that was safe, drug-free, and positive for learning?			
		Yes	No	Not Applicable	Total (Row)
<b>Gender:</b>	Male	7 87.5%	0 0.0%	1 12.5%	8 100.0%
	Female	9 64.3%	4 28.6%	1 7.1%	14 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	16	4	2	22
	Count (n)	-	-	-	-
Count (n) 22					

Frequency Row Percent		5. Did school provide an environment that was safe, drug-free, and positive for learning?			
		Yes	No	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	14 77.8%	4 22.2%	0 0.0%	18 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	2 100.0%	0 0.0%	0 0.0%	2 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	2 100.0%	2 100.0%
	Total (Column)	16	4	2	22
	Count (n)	-	-	-	-
Count (n) 22					

**6. Did school properly prepare you to succeed in the world of work?**



**6. Did school properly prepare you to succeed in the world of work?**

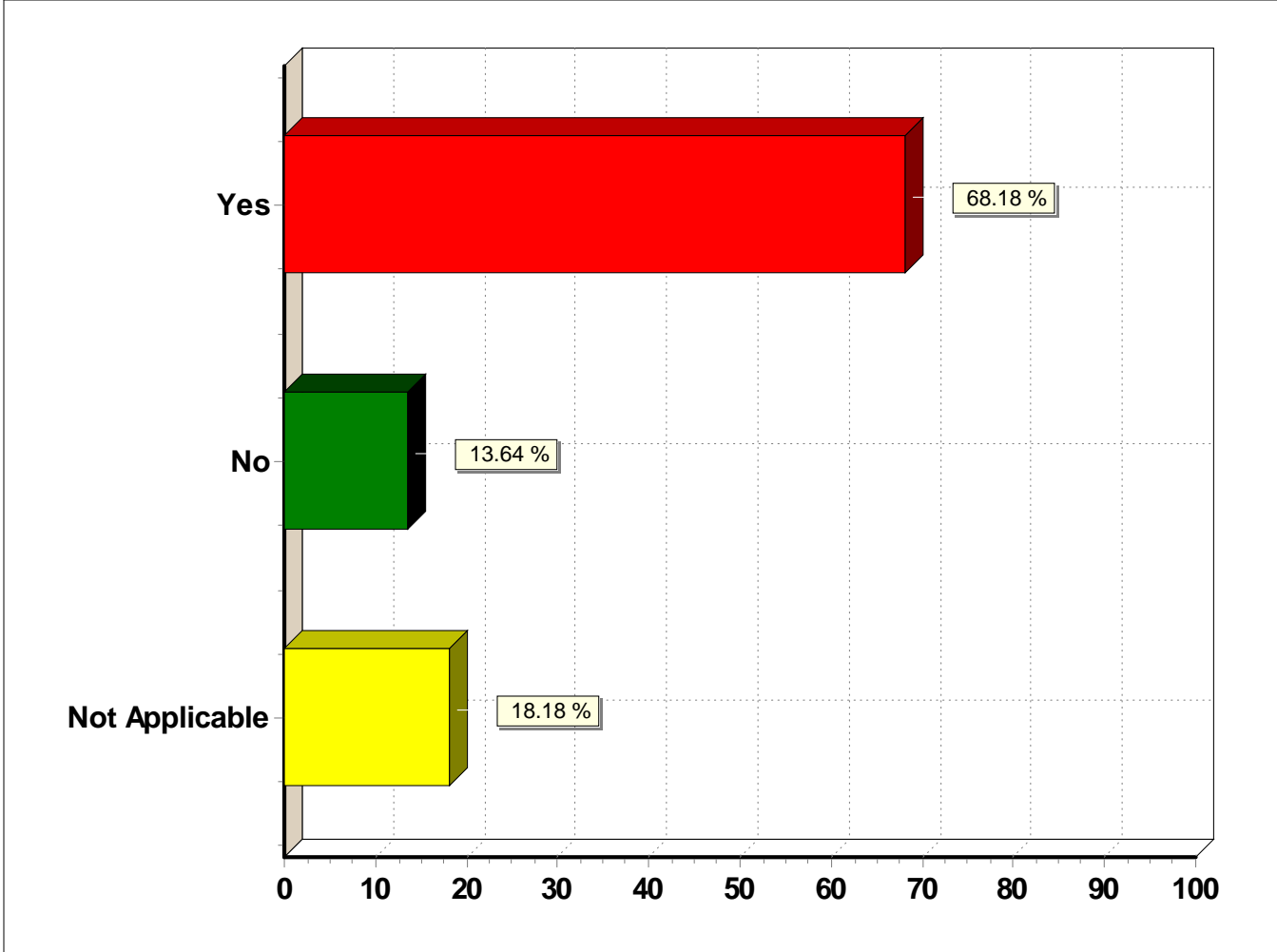
Response (n = 22)	Frequency	Percent
Yes	12	54.5%
No	7	31.8%
Not Applicable	3	13.6%

**Question 6 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		6. Did school properly prepare you to succeed in the world of work?			
		Yes	No	Not Applicable	Total (Row)
<b>Gender:</b>	Male	6 75.0%	1 12.5%	1 12.5%	8 100.0%
	Female	6 42.9%	6 42.9%	2 14.3%	14 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	12	7	3	22
	Count (n)	22	-	-	-

Frequency Row Percent		6. Did school properly prepare you to succeed in the world of work?			
		Yes	No	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	10 55.6%	7 38.9%	1 5.6%	18 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	2 100.0%	0 0.0%	0 0.0%	2 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	2 100.0%	2 100.0%
	Total (Column)	12	7	3	22
	Count (n)	22	-	-	-

7. Do you feel you learned how to learn?



7. Do you feel you learned how to learn?

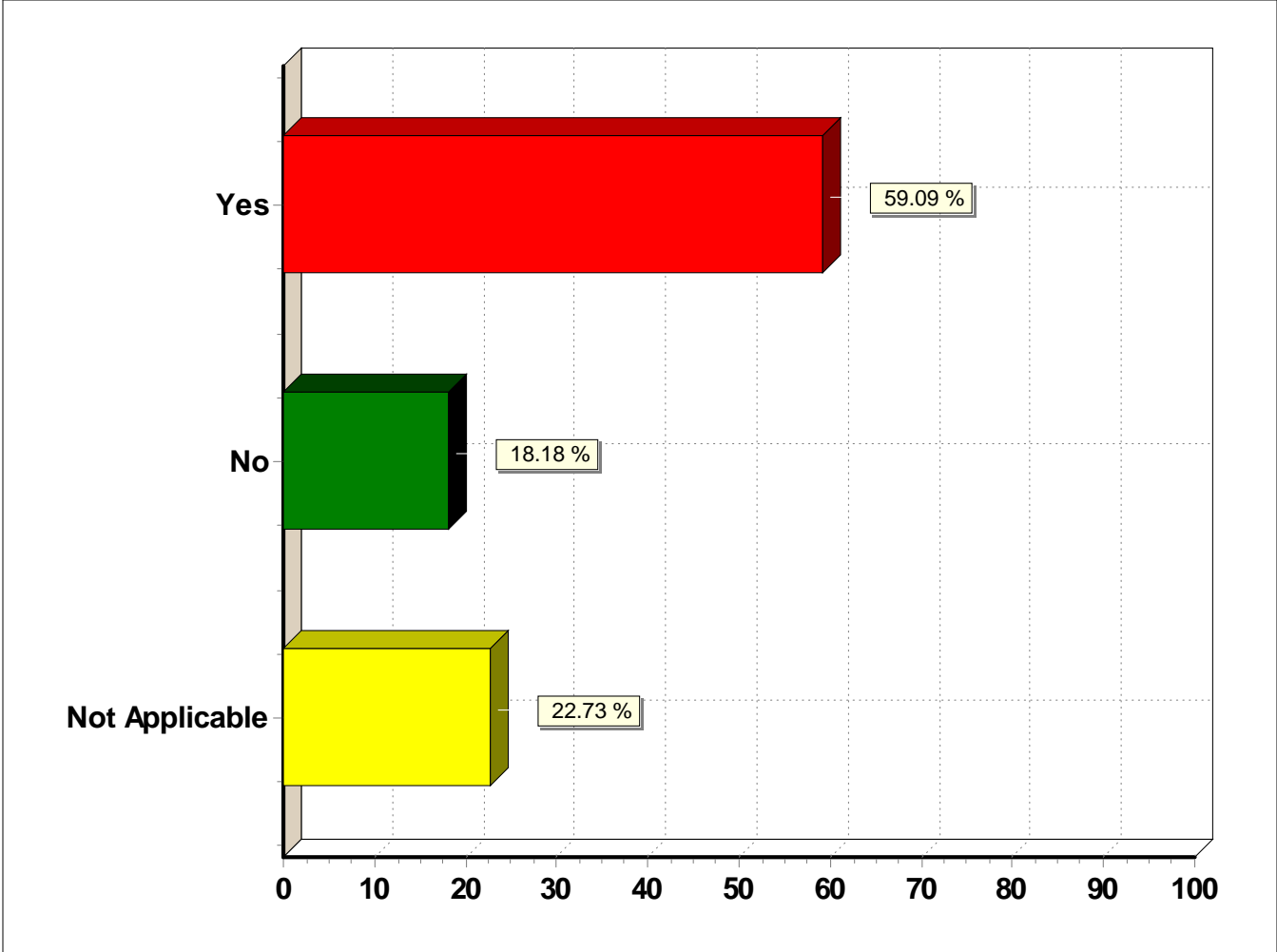
Response (n = 22)	Frequency	Percent
Yes	15	68.2%
No	3	13.6%
Not Applicable	4	18.2%

**Question 7 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		7. Do you feel you learned how to learn?			
		Yes	No	Not Applicable	Total (Row)
<b>Gender:</b>	Male	6 75.0%	0 0.0%	2 25.0%	8 100.0%
	Female	9 64.3%	3 21.4%	2 14.3%	14 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	15	3	4	22
	Count (n)	22	-	-	-

Frequency Row Percent		7. Do you feel you learned how to learn?			
		Yes	No	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	13 72.2%	3 16.7%	2 11.1%	18 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	2 100.0%	0 0.0%	0 0.0%	2 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	2 100.0%	2 100.0%
	Total (Column)	15	3	4	22
	Count (n)	22	-	-	-

8. Do you feel your school is trying to improve itself and be the best it can be?



8. Do you feel your school is trying to improve itself and be the best it can be?

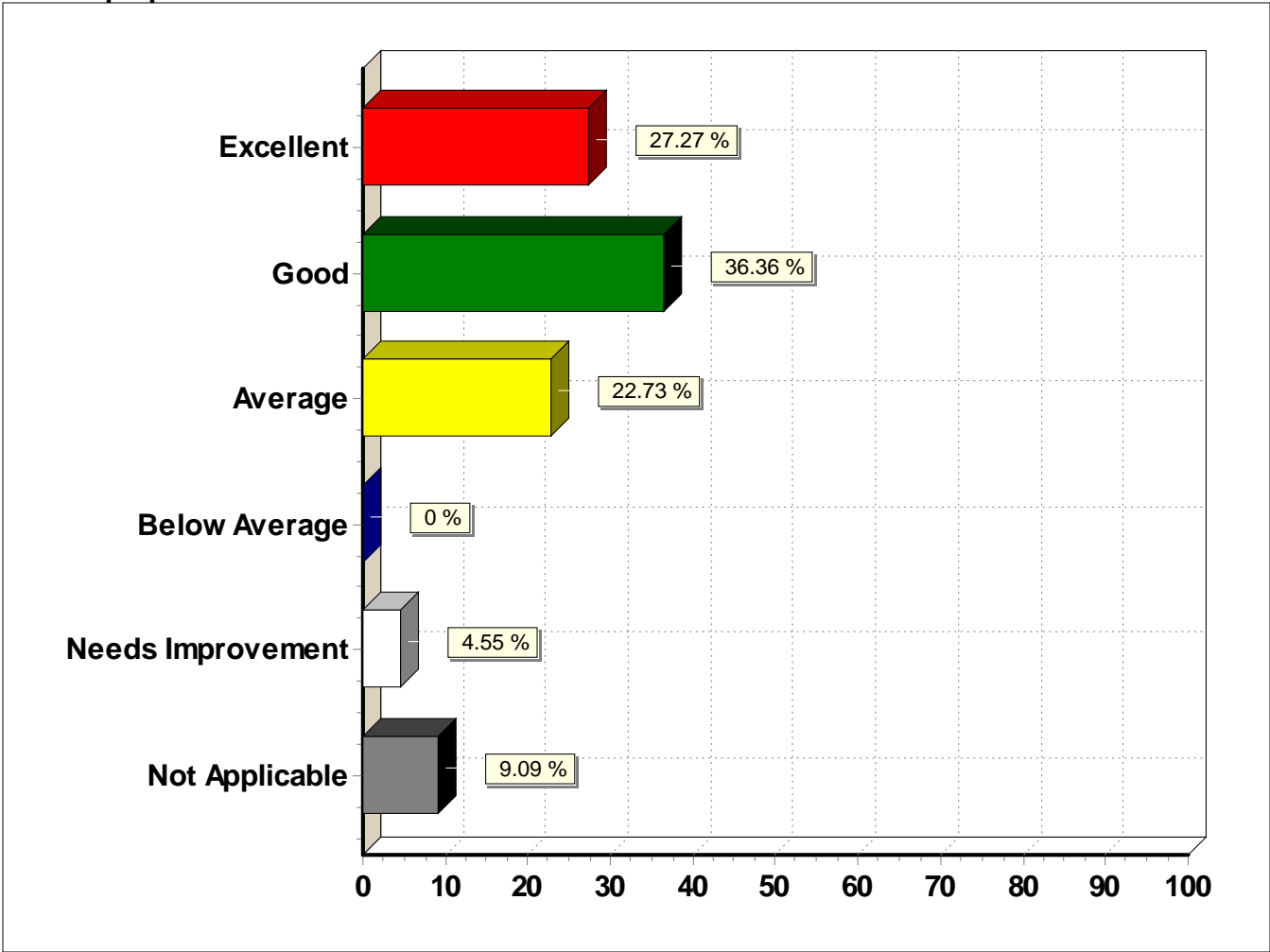
Response (n = 22)	Frequency	Percent
Yes	13	59.1%
No	4	18.2%
Not Applicable	5	22.7%

**Question 8 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		8. Do you feel your school is trying to improve itself and be the best it can be?			
		Yes	No	Not Applicable	Total (Row)
<b>Gender:</b>	Male	6 75.0%	0 0.0%	2 25.0%	8 100.0%
	Female	7 50.0%	4 28.6%	3 21.4%	14 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	13 -	4 -	5 -	22 -
	Count (n)	22			

Frequency Row Percent		8. Do you feel your school is trying to improve itself and be the best it can be?			
		Yes	No	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	11 61.1%	4 22.2%	3 16.7%	18 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	2 100.0%	0 0.0%	0 0.0%	2 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	2 100.0%	2 100.0%
	Total (Column)	13 -	4 -	5 -	22 -
	Count (n)	22			

9. Your preparation in math.



9. Your preparation in math.

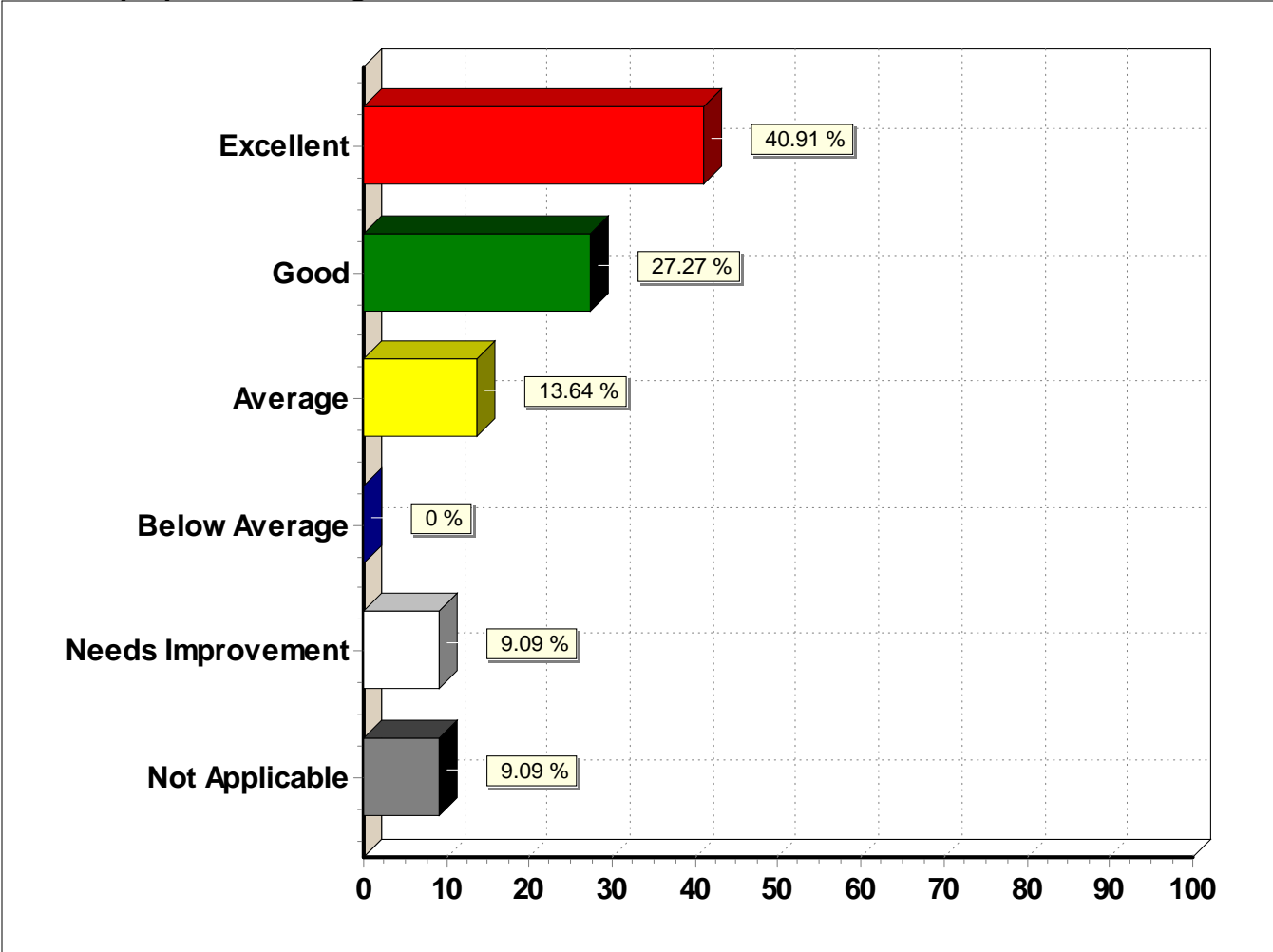
Response (n = 22)	Frequency	Percent
Excellent	6	27.3%
Good	8	36.4%
Average	5	22.7%
Below Average	0	0.0%
Needs Improvement	1	4.5%
Not Applicable	2	9.1%

**Question 9 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		9. Your preparation in math.						Total (Row)
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	
<b>Gender:</b>	Male	1 12.5%	4 50.0%	2 25.0%	0 0.0%	0 0.0%	1 12.5%	8 100.0%
	Female	5 35.7%	4 28.6%	3 21.4%	0 0.0%	1 7.1%	1 7.1%	14 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	6	8	5	0	1	2	22
	Count (n)	-	-	-	-	-	-	-

Frequency Row Percent		9. Your preparation in math.						Total (Row)
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	
<b>Ethnicity / Race:</b>	White	6 33.3%	7 38.9%	4 22.2%	0 0.0%	1 5.6%	0 0.0%	18 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	0 0.0%	1 50.0%	1 50.0%	0 0.0%	0 0.0%	0 0.0%	2 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 100.0%	2 100.0%
	Total (Column)	6	8	5	0	1	2	22
	Count (n)	-	-	-	-	-	-	-

10. Your preparation in English.



10. Your preparation in English.

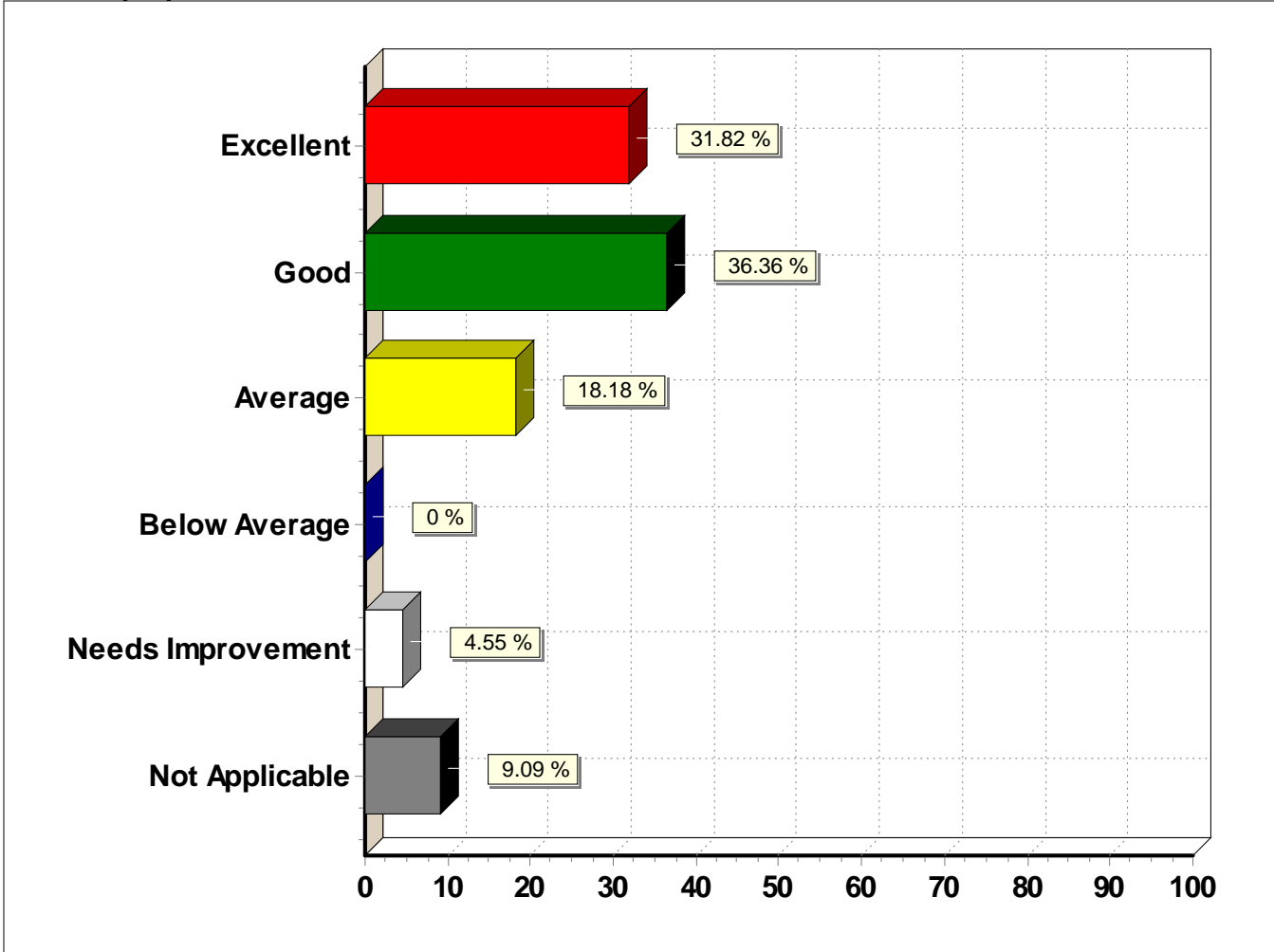
Response (n = 22)	Frequency	Percent
Excellent	9	40.9%
Good	6	27.3%
Average	3	13.6%
Below Average	0	0.0%
Needs Improvement	2	9.1%
Not Applicable	2	9.1%

**Question 10 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		10. Your preparation in English.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
<b>Gender:</b>	Male	2 25.0%	4 50.0%	1 12.5%	0 0.0%	0 0.0%	1 12.5%	8 100.0%
	Female	7 50.0%	2 14.3%	2 14.3%	0 0.0%	2 14.3%	1 7.1%	14 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	9	6	3	0	2	2	22
	Count (n)	-	-	-	-	-	-	-

Frequency Row Percent		10. Your preparation in English.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	8 44.4%	5 27.8%	3 16.7%	0 0.0%	2 11.1%	0 0.0%	18 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	1 50.0%	1 50.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 100.0%	2 100.0%
	Total (Column)	9	6	3	0	2	2	22
	Count (n)	-	-	-	-	-	-	-

11. Your preparation in science.



11. Your preparation in science.

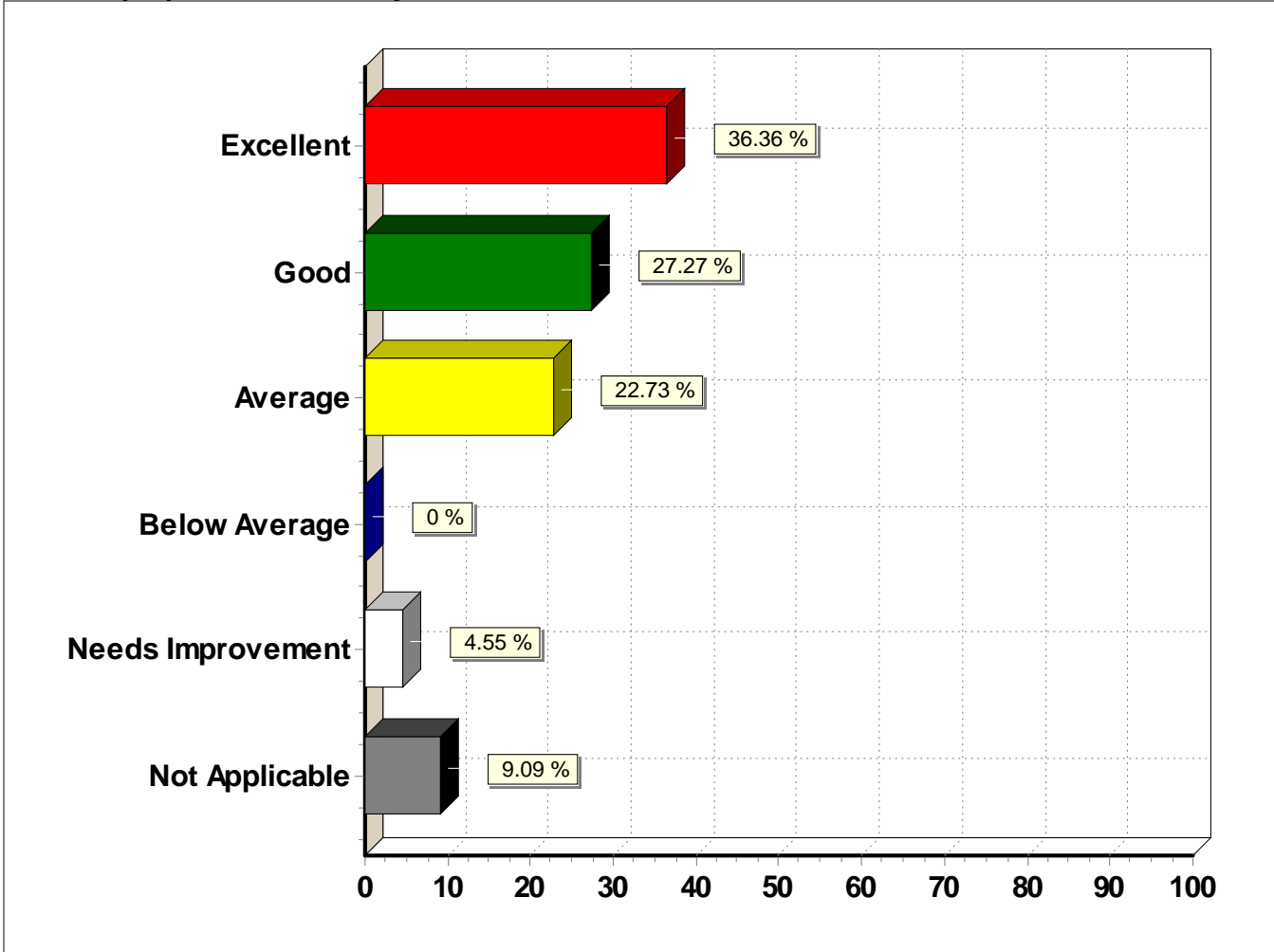
Response (n = 22)	Frequency	Percent
Excellent	7	31.8%
Good	8	36.4%
Average	4	18.2%
Below Average	0	0.0%
Needs Improvement	1	4.5%
Not Applicable	2	9.1%

**Question 11 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		11. Your preparation in science.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
<b>Gender:</b>	Male	4 50.0%	2 25.0%	1 12.5%	0 0.0%	0 0.0%	1 12.5%	8 100.0%
	Female	3 21.4%	6 42.9%	3 21.4%	0 0.0%	1 7.1%	1 7.1%	14 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	7	8	4	0	1	2	22
	Count (n)	-	-	-	-	-	-	-

Frequency Row Percent		11. Your preparation in science.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	7 38.9%	6 33.3%	4 22.2%	0 0.0%	1 5.6%	0 0.0%	18 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	0 0.0%	2 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 100.0%	2 100.0%
	Total (Column)	7	8	4	0	1	2	22
	Count (n)	-	-	-	-	-	-	-

12. Your preparation in history.



12. Your preparation in history.

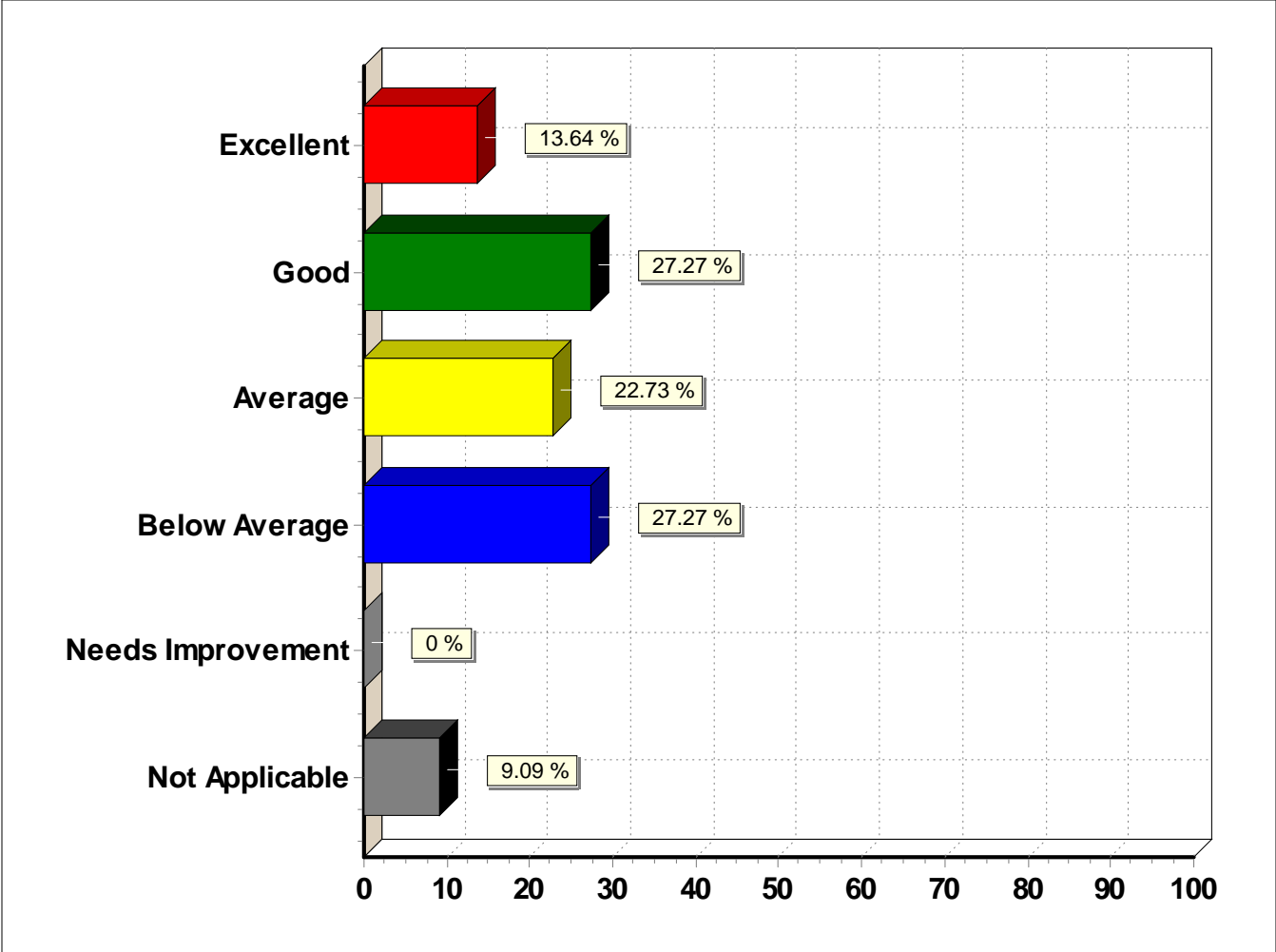
Response (n = 22)	Frequency	Percent
Excellent	8	36.4%
Good	6	27.3%
Average	5	22.7%
Below Average	0	0.0%
Needs Improvement	1	4.5%
Not Applicable	2	9.1%

**Question 12 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		12. Your preparation in history.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
<b>Gender:</b>	Male	4 50.0%	2 25.0%	1 12.5%	0 0.0%	0 0.0%	1 12.5%	8 100.0%
	Female	4 28.6%	4 28.6%	4 28.6%	0 0.0%	1 7.1%	1 7.1%	14 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	8	6	5	0	1	2	22
	Count (n)	-	-	-	-	-	-	-

Frequency Row Percent		12. Your preparation in history.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	6 33.3%	6 33.3%	5 27.8%	0 0.0%	1 5.6%	0 0.0%	18 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	2 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 100.0%	2 100.0%
	Total (Column)	8	6	5	0	1	2	22
	Count (n)	-	-	-	-	-	-	-

13. Your preparation in technology.



13. Your preparation in technology.

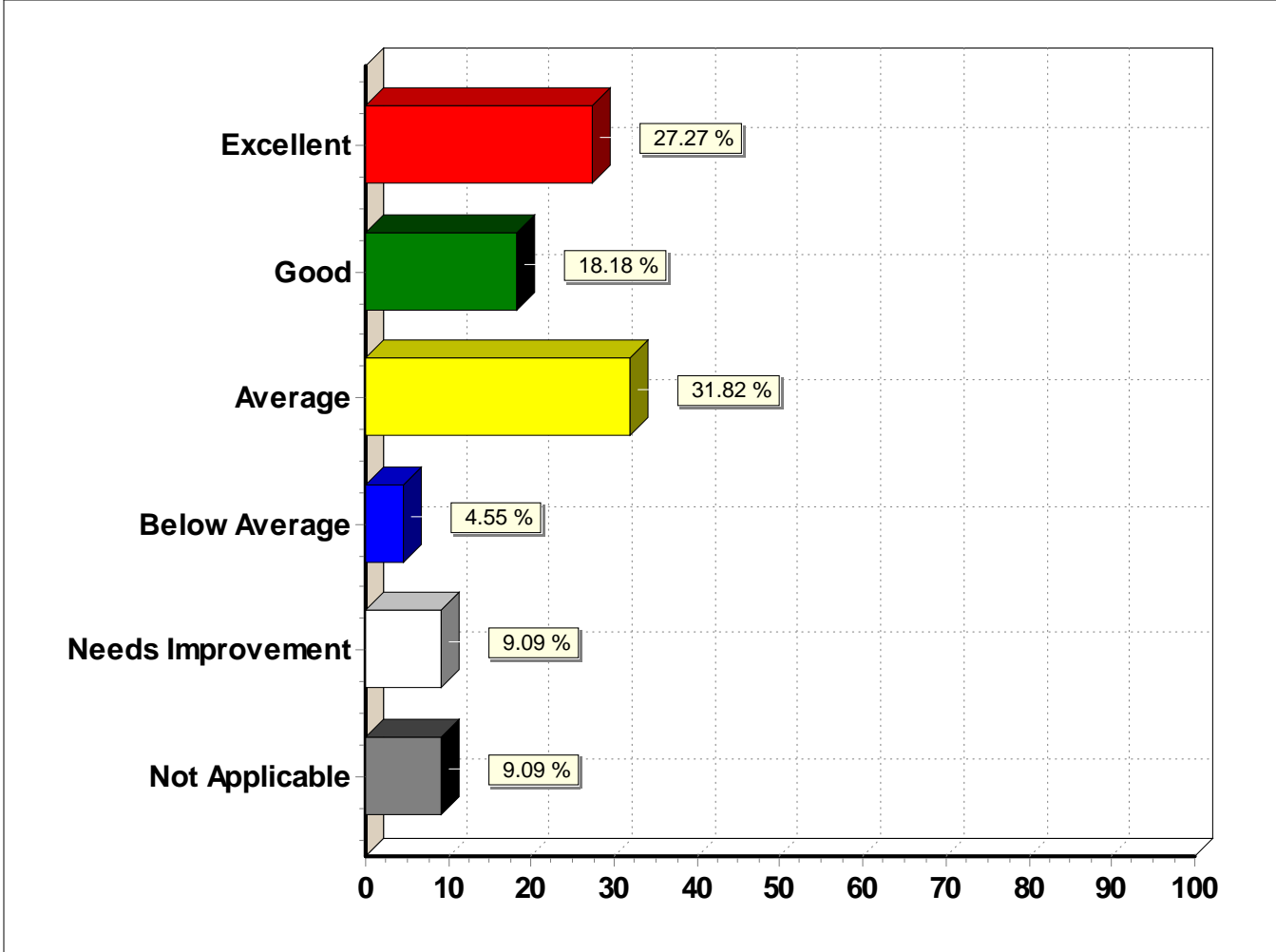
Response (n = 22)	Frequency	Percent
Excellent	3	13.6%
Good	6	27.3%
Average	5	22.7%
Below Average	6	27.3%
Needs Improvement	0	0.0%
Not Applicable	2	9.1%

**Question 13 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		13. Your preparation in technology.						Total (Row)
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	
<b>Gender:</b>	Male	2 25.0%	2 25.0%	2 25.0%	1 12.5%	0 0.0%	1 12.5%	8 100.0%
	Female	1 7.1%	4 28.6%	3 21.4%	5 35.7%	0 0.0%	1 7.1%	14 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	3 -	6 -	5 -	6 -	0 -	2 -	22 -
	Count (n)	22						

Frequency Row Percent		13. Your preparation in technology.						Total (Row)
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	
<b>Ethnicity / Race:</b>	White	2 11.1%	5 27.8%	5 27.8%	6 33.3%	0 0.0%	0 0.0%	18 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	1 50.0%	1 50.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 100.0%	2 100.0%
	Total (Column)	3 -	6 -	5 -	6 -	0 -	2 -	22 -
	Count (n)	22						

14. How well did high school prepare you to continue your education?



14. How well did high school prepare you to continue your education?

Response (n = 22)	Frequency	Percent
Excellent	6	27.3%
Good	4	18.2%
Average	7	31.8%
Below Average	1	4.5%
Needs Improvement	2	9.1%
Not Applicable	2	9.1%

**Question 14 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		14. How well did high school prepare you to continue your education?						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
<b>Gender:</b>	Male	2 25.0%	2 25.0%	3 37.5%	0 0.0%	0 0.0%	1 12.5%	8 100.0%
	Female	4 28.6%	2 14.3%	4 28.6%	1 7.1%	2 14.3%	1 7.1%	14 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	6	4	7	1	2	2	22
	Count (n)	-	-	-	-	-	-	-

Frequency Row Percent		14. How well did high school prepare you to continue your education?						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	5 27.8%	4 22.2%	6 33.3%	1 5.6%	2 11.1%	0 0.0%	18 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	1 50.0%	0 0.0%	1 50.0%	0 0.0%	0 0.0%	0 0.0%	2 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 100.0%	2 100.0%
	Total (Column)	6	4	7	1	2	2	22
	Count (n)	-	-	-	-	-	-	-

# Looking for more information



**Bound Report**-----\$10.00 each + Shipping  
(Additional copies of printed/bound report shipped)

**PDF Report**-----\$50.00  
(PDF report emailed)

**Datafile**-----\$25.00  
(Excel file emailed to you so you can manipulate the data)

## Multiple Year Comparison Reports:

**In order for comparison reports to be completed, the same questions have to be utilized for comparison.**

**2-3 Data Sets**-----\$100.00  
(PDF report emailed)

**4 Data Sets**-----\$150.00  
(PDF report emailed)

**5 Data Sets**-----\$200.00  
(PDF report emailed)

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Title IX Interest  
Elementary School Exit

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**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><b><u>Behavioral Intervention Training and Teacher Support Act</u></b></p> <p>Neb. §§ 79-3602 &amp; 79-3603</p> <ul style="list-style-type: none"> <li>● <b>Required - Neb. §§ 79-3602 &amp; 79-3603:</b> <ul style="list-style-type: none"> <li>○ Educational Service Unit Coordinating Council (ESUCC) ensures training is available statewide with a system of support for teachers in place (2024-25 school year)</li> <li>○ 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</li> <li>○ 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</li> </ul> </li> <li>● <b>Required - Neb. §§ 79-3602 &amp; 79-3603:</b> <ul style="list-style-type: none"> <li>○ 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)</li> <li>○ 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</li> <li>○ 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</li> </ul> </li> <li>● <b>Required Training:</b> Behavioral Awareness Training for administrators, teachers, paraprofessionals, school nurses, and counselors; Behavioral Awareness Training for the district “Point of Contact(s)”</li> <li>● <i>See Mandated Times for Training section below</i></li> <li>● <b>Resources:</b> <ul style="list-style-type: none"> <li>○ Nebraska Department of Education - <a href="#">CSSS: Training Resources</a></li> </ul> </li> <li>● Reference:           <ul style="list-style-type: none"> <li>○ Neb. §§ 79-3602 &amp; 79-3603</li> </ul> </li> </ul>
<p align="center">             Date Completed:         </p>	<p><b><u>Bullying</u></b></p> <p>Statute: 79-2, 137; Rule 10, Code Section 011: School Environment (011.01F)</p> <ul style="list-style-type: none"> <li>● <b>Required:</b> Policy and Comprehensive Training/Education Plan           <ul style="list-style-type: none"> <li>○ Training and instruction of all groups (<b><i>certified, non-certified staff, students, parents/community, volunteers, etc.</i></b>) with a comprehensive training/education plan that should be updated annually</li> </ul> </li> <li>● <b>Required Training:</b> Introductory staff development provides awareness of bullying and can be conducted through direct presentations, meetings, role plays, video resources, literature, etc.</li> <li>● References:           <ul style="list-style-type: none"> <li>○ Rule 10, page 3</li> <li>○ Nebraska Department of Education - <a href="#">CSSS: Staff Development &amp; Resources for Teachers</a></li> </ul> </li> </ul>



 Date Completed:	<p><b><u>Concussion Awareness</u></b>  Concussion Awareness Act</p> <ul style="list-style-type: none"> <li>● <b>Required:</b> Protocols and Practice for <i>Removal from Play, Return to Plan, and Return-to-Learn</i></li> <li>● <b>Required Training:</b> All coaches, youth athletes, and their parents or guardians must be provided with education about the risks and symptoms</li> <li>● Reference: <ul style="list-style-type: none"> <li>○ <a href="#">Department of Health and Human Services</a></li> </ul> </li> </ul>
 Date Completed:	<p><b><u>Dating Violence Prevention</u></b>  <b>See also:</b> 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"> <li>● <b>Required:</b> Policy, Published policy in School District Handbook or similar manual or publication</li> <li>● <b>Required Training:</b> <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</li> <li>● <i>See Mandated Times for Training section below</i></li> <li>● References: <ul style="list-style-type: none"> <li>○ Nebraska Department of Education - <a href="#">CSSS: Dating Violence Prevention</a></li> <li>○ <a href="#">NE State Board of Education</a></li> </ul> </li> </ul>
 Date Completed:	<p><b><u>Driver Qualifications and Operational Procedures</u></b>  Title 92, Chapter 91</p> <ul style="list-style-type: none"> <li>● <b>Required: To be a Pupil Transportation Driver (003.02)</b> <ul style="list-style-type: none"> <li>○ <b>Eligibility</b> (003.02A, A1, A2, A3, A4)</li> <li>○ Specific Vehicle Operator's License (003.02B)</li> <li>○ <b>Initial Training</b> Requirements for Qualification (003.02C, C1, C2, C3)</li> <li>○ <i>Requirements</i> for an individual to <b>Maintain Status</b> (003.02D)</li> </ul> </li> <li>● <b>Required: Employer Responsibilities (003.03) and Procedures &amp; Safety (004 &amp; 005)</b> <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Procedures &amp; operating regulations are in place &amp; followed (004.01-004.07M / 005.01-005.03A)</li> </ul> </li> <li>● <b>Required Training:</b> 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)</li> <li>● Reference: <a href="#">Title 92, Chapter 91</a></li> </ul>
 Date Completed:	<p><b><u>School Safety and Security Plan</u></b>  Statute: 79-2, 144; Rule 10, Code Section 011: School Environment (011.01B, C, and D)</p> <ul style="list-style-type: none"> <li>● <b>Required:</b> A Plan, a Committee, and an Annual Review and Site Visit</li> <li>● <b>Required Training:</b> Fire Drills, Tornado Drills, Intruder Drill</li> <li>● References: <ul style="list-style-type: none"> <li>○ Rule 10, page 3</li> <li>○ Nebraska Department of Education - <a href="#">Nebraska School Safety Vision</a></li> </ul> </li> </ul>



 Date Completed:	<p><b><u>School Safety and Security Reporting System</u></b>  Nebraska Statute 79-2, 144</p> <ul style="list-style-type: none"> <li>● <b>Required:</b> 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>)</li> <li>● <b>Required Training:</b> NDE must provide training for the members of any threat assessment team serving a public or nonpublic school.</li> <li>● Reference: Nebraska State Statute 79-2, 144</li> </ul>
 Date Completed:	<p><b><u>Seclusion and Restraints</u></b>  Rule 10, Code Section 011: School Environment (011.01E)</p> <ul style="list-style-type: none"> <li>● <b>Required:</b> Policy</li> <li>● <b>Required Training:</b> Identified key educators utilizing restraints</li> </ul>
 Date Completed:	<p><b><u>Seizures Safe Schools Act</u></b>  Nebraska Statutes 79-3203 &amp; 79-3204</p> <ul style="list-style-type: none"> <li>● <b>Required:</b> 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.</li> <li>● <b>Required Training:</b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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.</li> </ul> </li> <li>● Resources: Nebraska Department of Education - <a href="#">School Health Services</a></li> <li>● References: <ul style="list-style-type: none"> <li>○ Nebraska Statutes 79-3203 &amp; 79-3204</li> <li>○ The Nebraska Department of Education: <a href="#">School Health Services</a></li> </ul> </li> </ul>
 Date Completed:	<p><b><u>SRO Training</u></b>  State Statute 79-2704 / LB1377</p> <ul style="list-style-type: none"> <li>● <b>Required Training:</b> (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 <b>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.</b></i></li> <li>● References: <ul style="list-style-type: none"> <li>○ State Statute 79-2704 <ul style="list-style-type: none"> <li>■ Important: Memorandum of Understanding and Training Requirements</li> </ul> </li> <li>○ Nebraska Department of Education</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>■ Model <a href="#">MOU for SRO</a></li> <li>■ Model <a href="#">MOU for Security Agency</a></li> <li>○ LB1377</li> </ul>
<p><input type="checkbox"/></p> <p>Date Completed:</p>	<p><b><u>State Assessments</u></b>  Standards, Assessment, and Accountability (SAA)  <i>Updated each year by NDE and located on DAC page</i></p> <ul style="list-style-type: none"> <li>● <b>Required:</b> <ul style="list-style-type: none"> <li>○ Identify a <a href="#">District Assessment Contact (DAC)</a> each year</li> <li>○ Prevent Assessment Irregularities (e.g., maintaining security of test materials, proper test preparation guidelines and administration procedures, incident reporting procedures, etc.)</li> <li>○ ESSA - Alternate Assessment guidelines are followed</li> </ul> </li> <li>● <b>Required Training:</b> Annual training at the district and school level for all individuals involved in test administration</li> </ul>
<p><input type="checkbox"/></p> <p>Date Completed:</p>	<p><b><u>Suicide Prevention</u></b>  State Statute 79-2, 145-146</p> <ul style="list-style-type: none"> <li>● <b>Required Training:</b> <ul style="list-style-type: none"> <li>○ <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></li> <li>○ <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></li> <li>○ <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></li> <li>○ <i>See Mandated Times for Training section below</i></li> </ul> </li> <li>● References: <ul style="list-style-type: none"> <li>○ <a href="#">CSSS: Suicide Prevention &amp; Response</a></li> <li>○ State Statute 79-2, 146</li> </ul> </li> </ul>
<p><b>Required Policies and Practices with “highly recommended” trainings</b></p>	
<p><input type="checkbox"/></p> <p>Date Completed:</p>	<p><b><u>Bloodborne Pathogens</u></b>  Department of Labor: Occupational Safety and Health Administration, Standard 29 CFR 1910.1030</p> <ul style="list-style-type: none"> <li>● <b>Required:</b> Employers safeguard employees who face potential occupational exposure to blood or other potentially infectious materials</li> <li>● <b>Training: NOT Required, but recommended as a way to protect employees and reduce the risk of exposure.</b></li> <li>● Reference: <a href="#">Nebraska Safety Council</a></li> </ul>
<p><input type="checkbox"/></p> <p>Date Completed:</p>	<p><b><u>Child Abuse Reporting</u></b>  State Statute 28-711</p>



	<ul style="list-style-type: none"> <li>● <b>Required:</b> 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>”</li> <li>● <b>Training: NOT Required, but recommended to train staff on this law requirement and the district’s mandatory reporting policy and procedures</b></li> <li>● Reference: <a href="#">Revised State Statute 28-711</a></li> </ul>
<b>District Requirements</b>	
<input type="checkbox"/>  Date Completed:	<p><b><u>Dyslexia</u></b> Nebraska Statute § 79-11,157.01</p> <ul style="list-style-type: none"> <li>● <b>Required:</b> <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> <li>● <b>NOTE:</b> This supplements the Nebraska Legislatures previous <a href="#">Nebraska Reading Improvement Act</a> intended to remove barriers to students’ progress in reading</li> <li>● References: <ul style="list-style-type: none"> <li>○ Nebraska Statute § 79-11,157.01</li> <li>○ Nebraska Department of Education - <a href="#">Nebraska Reads</a></li> </ul> </li> </ul>
<input type="checkbox"/>  Date Completed:	<p><b><u>Financial Aid for Students</u></b> State Statute 79-729</p> <ul style="list-style-type: none"> <li>● <b>Required:</b> “<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>”</li> <li>● NOTE: There are exceptions in this statute (79-729(3)(i)-(iii))</li> <li>● Reference: <a href="#">Nebraska State Statute 79-729</a></li> </ul>
<input type="checkbox"/>  Date Completed:	<p><b><u>Financial Literacy Act</u></b> Nebraska Statute 79-729</p> <ul style="list-style-type: none"> <li>● <b>Required:</b> 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.”</li> <li>● Reference: Nebraska Statute 79-729</li> </ul>
<input type="checkbox"/>  Date Completed:	<p><b><u>Harassment and Discrimination</u></b> Statute: 79-2, 137; Title IX</p> <ul style="list-style-type: none"> <li>● <b>Required:</b> Policies (Nondiscrimination, Harassment, Complaint/Grievance Procedures, etc.)</li> <li>● Schools are highly encouraged to post the following information on their school websites: <ol style="list-style-type: none"> <li>1. <i>The contact information for the school’s Title IX Coordinator; and</i></li> <li>2. <i>The school’s non-discrimination policy.</i></li> </ol> </li> <li>● <b>Training:</b> Training for the Title IX Coordinator is highly recommended</li> <li>● References: <ol style="list-style-type: none"> <li>a. <a href="#">Nebraska Sexual Harassment Training</a></li> <li>b. <a href="#">NE Equal Opportunity Commission</a></li> <li>c. <a href="#">U.S. Department of Education Office of Civil Rights</a></li> </ol> </li> </ul>



<input type="checkbox"/> Date Completed:	<p><b><u>Option Enrollment</u></b>  State Statute 79-238</p> <ul style="list-style-type: none"> <li>● <b>Required:</b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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.”</li> <li>○ Keep records of option enrollment applications and data to report to the Nebraska Department of Education by July 1st each year</li> </ul> </li> <li>● Reference: Nebraska State Statute 79-238</li> </ul>
<input type="checkbox"/> Date Completed:	<p><b><u>Property Tax Request Joint Hearing</u></b>  Nebraska Statutes 77-1630 through 77-1634</p> <ul style="list-style-type: none"> <li>● Districts need to prepare for and review the joint public hearing and the budget and tax request process and timelines.</li> <li>● 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></li> <li>● Districts need to sufficiently plan to ensure that they meet the new law’s very specific and condensed time frame.</li> <li>● Of note: <ul style="list-style-type: none"> <li>○ There is a tab on the auditor’s budget document to calculate the allowable growth percentage and related requirements.</li> <li>○ 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.</li> </ul> </li> <li>● 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.</li> <li>● Reference: <a href="#">Nebraska State Statutes 77-1630, et seq</a></li> </ul>
<input type="checkbox"/> Date Completed:	<p><b><u>School Board Policies</u></b></p> <ul style="list-style-type: none"> <li>● Check with your school attorney for Annual vs. Time Frame (i.e., “every 3 years”) reviews</li> </ul>
<input type="checkbox"/> Date Completed:	<p><b><u>State Reporting Requirements</u></b>  ADVISER, Consolidated Data Collection, Grants Management, etc.</p> <ul style="list-style-type: none"> <li>● Contact NDE for guidance, utilize NDE Weekly Digest/NDE Bulletin for timelines and reporting updates</li> </ul>
<input type="checkbox"/> Date Completed:	<p><b><u>Student Discipline Act Updates</u></b>  State Statute 79-256</p> <ul style="list-style-type: none"> <li>● <b>Required:</b> School Board Policies and Student Handbook(s) reflective of the changes in: <ul style="list-style-type: none"> <li>○ suspensions, expulsions, mandatory reassignments, access to education and completing school work, and reporting and process requirements (timelines and communication)</li> </ul> </li> <li>● Reference: <a href="#">Nebraska’s Student Discipline Act</a></li> </ul>



<input type="checkbox"/> Date Completed:	<p><b><u>Suspensions for PreKindergarten - 2nd Grade Student</u></b></p> <p>Nebraska Statute 79-265.01</p> <ul style="list-style-type: none"> <li>● <b>Required:</b> <ul style="list-style-type: none"> <li>○ 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></li> <li>○ 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></li> </ul> </li> <li>● Reference: <a href="#">Nebraska State Statute 79-265.01</a></li> </ul>
<input type="checkbox"/> Date Completed:	<p><b><u>Youth Organizations</u></b></p> <p>Nebraska Statute 79-297</p> <ul style="list-style-type: none"> <li>● <b>Required:</b> 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.</li> <li>● 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.</li> <li>● Reference: Nebraska Statute 79-297</li> </ul>
<p><b>Legislation Impacting Future Requirements</b></p>	
<input type="checkbox"/> Date Completed:	<p><b><u>Behavioral Intervention and Management</u></b></p> <p>Nebraska Statute 79-262.01</p> <ul style="list-style-type: none"> <li>● <b>Required: Policy</b> <ul style="list-style-type: none"> <li>○ <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></li> <li>○ <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></li> <li>○ <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></li> </ul> </li> </ul>



	<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"> <li>● Reference: <a href="#">Nebraska State Statute 79-262.01</a></li> </ul>
<input type="checkbox"/>  Date Completed:	<p><b><u>Computer Science and Technology Education Act</u></b> State Statute 79-729</p> <ul style="list-style-type: none"> <li>● <b>Required:</b> 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.”</li> <li>● Reference: <a href="#">Nebraska State Statute 79-729</a></li> </ul>
<input type="checkbox"/>  Date Completed:	<p><b><u>Dress Codes for Students</u></b> 79-2,158</p> <ul style="list-style-type: none"> <li>● <b>Required:</b> “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.”</li> <li>● Reference: <a href="#">Nebraska State Statute 79-2.158</a></li> </ul>
<input type="checkbox"/>  Date Completed:	<p><b><u>Grade Retention</u></b> Grade Retention LB71</p> <ul style="list-style-type: none"> <li>● <b>Required:</b> 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.</li> <li>● Reference: <a href="#">LB 71, Section 11</a></li> </ul>
<input type="checkbox"/>  Date Completed:	<p><b><u>Firearm at School</u></b> 28-1204.04</p> <ul style="list-style-type: none"> <li>● Does not apply to a public elementary or secondary school in a Class III, IV, or V school district.</li> <li>● <b>Required:</b> <i>Written policy shall, at a minimum, include requirements for personal qualifications, training, appropriate firearms and ammunition, and appropriate use of force.</i></li> <li>● Reference: <a href="#">28-1204.04</a></li> </ul>
<input type="checkbox"/>  Date Completed:	<p><b><u>Lobbying and Membership Fees</u></b> LB 304</p> <p><b>Required:</b></p> <ul style="list-style-type: none"> <li>● “Each political subdivision shall publicly disclose the following on its website:</li> <li>● (a) Membership dues paid annually to any association or organization, identifying each such association or organization and the dues amounts paid; and</li> <li>● (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.”</li> <li>● Reference: <a href="#">LB 304, Section 2</a></li> </ul>



## **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:

<b>Subject</b>	<b>Required by</b>	<b>Source of Training</b>	<b>Approximate Length of Training</b>
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; ( <a href="https://sfm.nebraska.gov/fire-prevention/school-fire-drills">https://sfm.nebraska.gov/fire-prevention/school-fire-drills</a> )	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 ( <a href="https://www.education.ne.gov/safety/staff-development-and-resources-for-teachers/">https://www.education.ne.gov/safety/staff-development-and-resources-for-teachers/</a> )	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 ( <a href="https://www.education.ne.gov/assessment/district-assessment-contact-dac/#1661275806368-95d87496-3109">https://www.education.ne.gov/assessment/district-assessment-contact-dac/#1661275806368-95d87496-3109</a> )	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

# Yearly Vector Trainings

## **FOR EVERYONE:**

Back Injury and Lifting  
Bloodborne Pathogen Exposure  
Bullying: Recognition and Response  
Concussion Awareness  
Dating Violence  
De-Escalation Strategies  
Disruptive Student Behaviors  
Health Emergencies: Asthma  
Health Emergencies: Life Threatening Allergies  
Health Emergencies: Seizures  
Youth Suicide: Awareness, Prevention and Postvention

## **ELEMENTARY PARAS:**

Playground Safety

## **Special Ed:**

Special Ed: Lifts and Transfers

## **FOOD SERVICE:**

Civil Rights in Food Service  
Foodborne Illness: Full Course  
Food Safety and Kitchen Sanitation  
Food Service Equipment: Safe Use  
Food Service Equipment: Sanitation  
HACCP: Hazard Analysis and Critical Control Points  
Nutrition Basics  
School Meal Compliance

## **TRANSPORTATION**

## **COACHES:**

## **THOSE DOING LUNCH NUMBERS:**

School Meal Compliance  
Civil Rights in Food Service

## **ADMINISTRATION:**

## **OFFICE**



# 2025-2026 Classified Employees Handbook Homer Community Schools

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**Receipt of Handbook**

## FOREWORD

Welcome to Homer Community Schools! This handbook is intended to be used by classified employees to provide general information about the District and to serve as a guide to the District's policies, rules, and regulations, benefits of employment, and performance expectations.

References in this handbook to “classified employees” are intended to apply to all staff who are not required by their position to hold a teaching or administrative certificate.

Each classified employee is responsible for becoming familiar with the handbook and knowing the information contained in it. 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. This handbook is intended to supplement other documents that deal with your employment, including your employment contract and the policies and regulations of the Board of Education. In reading this handbook, please understand that where a direct conflict exists, state or federal law, the negotiated agreement, and Board policies and regulations adopted after this handbook, will control.

This handbook does not create a “contract” of employment. Classified employee positions and assignments may be ended or changed on an “at will” basis notwithstanding anything in this handbook or any other publication or statement, except for a contract approved by the Board of Education.

The administration 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 a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the District. In the event that a staff member does not understand a provision of this Handbook, it is the staff member's responsibility to seek the administration's interpretation of such provision.

Every staff member is subject to the Policies of the Board of Education. As such, every classified staff member should review the Policies of the Board of Education, available online at: [homerknights.org](http://homerknights.org).

This handbook will be in effect for the 2025-2026 and subsequent school years unless replaced by a later edition.

## **Article 1 – SCHOOL CALENDAR AND SCHEDULES**

### **Section 1 Severe Weather and School Closures**

The Superintendent is authorized by the Board of Education to close school in case of severe weather or extenuating circumstances. If the Superintendent closes school, reasonable steps will be taken to notify staff as soon as practical. All staff members are expected to check the local news, their phone, and any other typical means of communication to determine if the school is closed on a workday. A staff member who reports to work on a closure date, but failed to check their phone, email, or other typical method of communication, will not be paid for that workday, unless the Superintendent or designee approves their pay or requires them to work that day.

## **Article 2 – EMPLOYMENT, COMPENSATION AND BENEFITS**

### **Section 1 Employment**

Classified employees may be asked in the spring whether they wish to continue employment during the following school year. This is done for staff planning purposes and does not constitute an offer of employment.

Should an employee wish to resign from employment the employee should give two weeks' written notice of resignation to the Superintendent or the employee's immediate supervisor.

Classified employees are "at-will" employees and may be terminated at any time by the school district. Notice of termination may be delivered by the administration at any time.

### **Section 2 Assignments**

The duties to be performed are subject to assignment by the administration and your supervisor. Job descriptions, where available, may provide additional information about the position duties.

Employees are expected to devote full time attention and effort to their work and to perform the assigned duties diligently and faithfully to the best of the employee's ability.

### **Section 3 Personnel File**

The District will follow the requirements of state and federal law and regulation regarding an employee's personnel file.

### **Section 4 Grievances and Complaints**

Employee grievances or complaints shall be addressed through the administrative chain of command including the process set forth in board policy or this handbook.

### **Section 5 Expense Reimbursement**

Reimbursement for authorized mileage will be paid to employees required to drive their own vehicles during their regularly scheduled working hours between two or more work sites. Employees must receive prior approval from their supervisor before incurring any mileage. Claims for reimbursement should be submitted to the employee's immediate 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. A request for reimbursement shall be accurate. Any employee who falsifies a reimbursement request may be terminated from employment.

Reimbursement for purchase of materials or for meals or other expenses related to travel must be submitted to and approved by either the Superintendent or, if the expense relates to an activity, by the Athletic Director. The request for reimbursement should include an itemized receipt sufficient to establish that the expense was actually incurred and that the expense was reasonable and related to a school purpose.

Necessary materials and supplies are provided by the District. If an employee needs additional materials for performance of duties, the request should be made to the Superintendent. Employees who purchase materials or supplies without advance approval may not be reimbursed.

Reimbursement for meals or other expenses related to District-required travel must be submitted to and approved by either the Superintendent or, if the expense relates to an activity, by the Athletic Director. The request for reimbursement should include a voucher sufficient to establish that the expense was actually incurred and that the expense was reasonable and related to a school purpose.

## **Section 6 Overtime**

Overtime is paid to classified employees in accordance with the Fair Labor Standards Act (FLSA).

Classified employees may be classified as either “exempt” or “non-exempt” for overtime purposes. Employees who are classified as exempt employees are not eligible for overtime. Those who are “non-exempt” are eligible for overtime.

The regular workweek for overtime purposes is from 12:00 a.m. on Monday through 11:59 p.m. on Sunday. The administration may establish a different 7-day period workweek from time to time for specified employees or employee groups.

Employees will be expected to accurately report hours worked. An employee who falsifies their time worked may be terminated, effective immediately.

Non-exempt employees must receive prior approval from their immediate supervisor to work additional hours beyond their regular work schedule. Non-exempt employees will be paid for each hour worked in excess of 40 hours in a workweek and are expected to accurately and timely report overtime hours to their supervisor.

Overtime pay for non-exempt employees will be paid at the rate of not less than 1½ times the employee’s regular rate of pay for hours worked in excess of the 40-hour workweek. Employees with two or more non-exempt positions may be eligible for overtime pay based upon the total number of hours worked in one workweek. If applicable, the employee and the Superintendent will agree upon the overtime rate, in compliance with FLSA regulations.

The District’s policy is to not permit improper deductions from the salary of exempt employees who are required to meet a “salaried basis” test for the overtime exemption to be applicable. An employee who feels an improper deduction affecting exemption status has occurred shall submit a

complaint to the Superintendent or the Superintendent's designee, who shall promptly investigate the complaint. Reimbursement shall be made and a good faith commitment to comply in the future will be given in the event it is determined that an improper deduction affecting overtime exemption has been made.

The Superintendent or Superintendent's designee may suspend an employee with or without pay for the employee's violation of District policy or rules. Such suspensions and deductions (when applicable) will be made pursuant to law.

### **Article 3 – ABSENCES FROM WORK**

#### **Section 1 Absence Procedures**

Requesting Leave. Leave requests should be made as soon as practicable under the circumstances. An employee who wants to use available leave is to submit a request for leave through the school's leave request and system. A leave request should be submitted at least 5 duty days prior to the requested leave day. The supervisor may require that more notice be given, depending on the nature of the employee's duties or the need to schedule a substitute.

Giving Notice of Unscheduled Absences. An employee who is unable to request advance approval for an absence because of the nature of the circumstance requiring the absence (such as personal illness or unforeseen emergency) is to report the need to be absent as soon as the situation is known. To report the need to take unexpected leave, employees are to contact their immediate supervisor as soon as practical. Before the end of the day on the first day of the absence, and on each subsequent day of absence, the employee is to report to their immediate supervisor whether the employee will be able to return to work on the next duty day.

Returning from Absences. If an employee is absent without advance approval either: (1) the day immediately preceding or immediately following a regularly scheduled school break (such as winter break, spring break, and quarter or semester breaks) or (2) during the first two weeks or the last two weeks of school, the employee may be required to give verification (for example, a doctor's note) to establish that the employee was unable to work for an excusable condition or excusable reason.

#### **Section 2 Paid Leave - Sick and Personal Leaves**

Employees may be provided with sick, personal, or other forms of paid leave in accordance with Board policy and administrative approval. These 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 permitted.

#### **Section 3 Payroll Deductions for Absences in Excess of Paid Leave**

Should an employee be absent from work in excess of the employee's accumulated paid leave, the employee's compensation may be reduced by the day or days of work missed.

#### **Section 4 Leaves of Absence**

An employee may apply to the Superintendent for a leave of absence. The Superintendent may consider a leave of absence request on a case-by-case basis. Every leave of absence shall be without pay except as may be required under applicable state or federal laws.

### **Section 5 Unpaid Leaves**

The District complies with all laws that require leave to be allowed, such as for FMLA leaves, military service, and jury duty. Should an employee be absent from work in excess of the employee's available paid leaves, the absence will be unpaid leave except as may be required by law. The employee's salary may be subject to reduction for the day or days of work missed.

### **Section 6 Jury Duty Leave**

An employee who is summoned for jury service must promptly notify their immediate supervisor. The employee will be allowed time off for jury duty, pursuant to law.

There will be no loss of salary or deduction to the employee for time spent in jury service. The District will reduce the employee's salary by an amount equal to any compensation, other than expenses, paid by the court for jury duty service.

If an employee reports for jury duty in the morning and is then dismissed from jury duty for the remainder of the day, the employee is to report for work and resume duties for the balance of the day, except as may be otherwise arranged by the employee's immediate supervisor.

### **Section 7 Family and Medical Leave**

#### **Employee Rights and Responsibilities under the Family and Medical Leave Act**

Family and medical leave shall be allowed under the terms and conditions of the Family and Medical Leave Act of 1993, as amended (FMLA).

Basic Leave Entitlement. FMLA provides up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care, or childbirth;
- To care for your child after birth, or placement for adoption or foster care;
- To care for your spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes you unable to perform your job.

The "leave year" for purposes of the FMLA is a "rolling" 12-month period, measured backward from the date of any FMLA leave usage.

Military Leave Entitlement. Eligible employees with a spouse, son, daughter, or parent on active duty or call to active-duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a 12-month period. A covered servicemember is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the servicemember medically unfit to perform his or her duties for which the servicemember is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections. During FMLA leave, an employee's health coverage under a "group health plan" will be maintained on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or an equivalent position with equivalent pay, benefits, and other employment terms.

An employee's use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of the FMLA leave.

Eligibility Requirements. An employee is eligible if he or she has been employed with Homer Community Schools for at least one year, for 1,250 hours over the previous 12 months, and if there are at least 50 employees of the District within 75 miles of your work location.

Definition of Serious Health Condition. A serious health condition is an illness, injury, 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 his or her 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 three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regiment of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave. The employee 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.

Substitution of Paid Leave for Unpaid Leave. An employee may choose, or Homer Community Schools may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, the employee must comply with the District's normal paid leave policies.

Employee Responsibilities. The employee must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military

family leave. The employee also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. The employee also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities. The District will inform employees requesting leave whether they are eligible under FMLA. If they are, the notice will specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District will provide a reason for the ineligibility.

The District will inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the District determines that the leave is not FMLA-protected, the District will notify the employee.

Unlawful Acts by Employers. FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

For additional information you may refer to FMLA poster at school or contact the U.S. Wage and Hour Division at:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627

[www.wagehour.dol.gov](http://www.wagehour.dol.gov)

To submit a request for use of FMLA, or to plan for payment of benefits while on FMLA leave, contact the Superintendent.

## **Section 8 Military and Family Military Leave**

Military leave and family military leave will be granted to the extent required by state and federal law and in accordance with Board policy.

Employees requesting to take military leave or family military leave under the Nebraska statutes must notify the Superintendent at least 14 days in advance of taking such a leave if the leave will be for 5 or more consecutive days and consult with their immediate supervisor to schedule the leave so as to not unduly disrupt operations of the District. For leaves of less than 5 days, the employee is to notify the Superintendent of the leave request as soon as practicable. Employees are to attach a copy of their orders to a leave request form when they prepare the request for military leave.

## **Section 9 Adoption Leave**

Adoption leave will be permitted to be taken by an adoptive parent for the same time and on the

same terms as an employee is permitted to take a leave of absence upon the birth of the employee's child.

The adoptive parent leave of absence begins following the commencement of the parent-child relationship. The parent-child relationship commences, for purposes of adoption leave, when the child is placed with the employee for purposes of adoption. The employee shall be deemed to have waived any adoptive leave days not taken following the commencement of the parent-child relationship, except as the Superintendent and the employee may otherwise agree. Advance notice of an anticipated adoption shall be provided by the employee to the Superintendent as early as possible.

### **Section 10 Subpoena to Testify Leave**

An employee must promptly notify their immediate supervisor when the employee receives a lawfully issued subpoena to testify in court or to give a deposition that may require an absence from duty.

In the event the subpoena involves a job-related matter in which the employee is testifying on behalf of the District, the absence will be treated similar to a jury duty leave.

In the event the subpoena involves a personal matter, the employee will be required to use available leave days. The Superintendent shall make the final determination as to whether a matter is personal to the employee.

### **Section 11 Voting Leave**

Employees will be allowed paid time off to vote in an election if the employee: (a) is a registered voter; (b) does not have 2 consecutive hours between the time of the opening and closing of the polls during which the employee is not required to be present at work; and (c) applies for voting leave prior to or on election day with their immediate supervisor.

When voting leave is available, an employee will be entitled to be absent from work on election day for such period of time as will, when considering the employee's non-working time, total 2 consecutive hours between the time of the opening and closing of the polls. When voting leave is used, no deduction shall be made from the employee's salary or wages on account of such absence. The immediate supervisor may specify the hours during which the employee may be absent for voting leave.

## **Article 4 – DUTIES AND RESPONSIBILITIES**

### **Section 1 Hours of Work & Meetings**

Regular, dependable in-person attendance at work is an essential function of a classified employee's employment position.

Employees are required to attend meetings called by the administration or their supervisors, except those meetings which are designated for optional attendance.

### **Section 2 Arrival to Duty Assignments**

Classified employees' work assignments may or may not be scheduled during the regular school day. Classified employees are expected to know their duty dates and times, and to be on time for work.

### **Section 3 Leaving School**

Employees are to be on duty at all times during the assigned workday. Employees may not leave school or their assigned area during duty hours without the approval of their immediate supervisor. If approval is given, employees must sign out in the office when leaving the building.

Employees who leave the school during their designated lunch period or for an approved absence must check out and check back in the office. Employees who need to leave during the school day for unexpected reasons (such as illness or an emergency) must notify their immediate supervisor as soon as practical.

### **Section 4 School Procedures**

Employees are expected to adhere to the following school procedures in the performance of their duties:

1. Use of Cell Phones. Employees must ensure that any use of a cell phone does not interfere with their job duties, distract from their attention to the job, or extend beyond a reasonable time, as determined by their immediate supervisor.

Employees are not to use cell phones or otherwise engage in distracted driving while transporting students, driving a school vehicle, or while on duty. This rule applies to the driver regardless of whether the vehicle is in motion. The only exception to these rules is in the case of emergencies. Employees will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems must be used by all occupants.

2. Checking Out of Equipment. All equipment must be checked out through the Superintendent. School equipment may be used only for school purposes. School equipment and other resources may be used for personal purposes only as authorized by the Superintendent or designee.

### **Section 5 Supervision of Students**

Proper supervision of students is necessary. Employees responsible for student supervision are expected to meet the four "P's" for student supervision and safety. All employees of the school should be familiar with these principles, to the extent they may be involved in supervision of students or interacting with students.

1. Proper Supervision
  - Report to all duty assignments on time.
  - Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
  - Be vigilant while supervising students. Never leave the students unattended;

the need to make a copy is not greater than the need to supervise the students. If an emergency requires that an employee must leave students, the employee must request that another nearby staff member supervise those students or notify the office so someone can help. If the employee is on recess duty, the employee's responsibility is to supervise the students in the assigned area. When talking with other adults or students, remember that the employee's primary duty is supervision, and the employee is to be aware of what all students are doing.

- If the employee has seen or has been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, the employee's supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).
- Be careful with touching students. Touching students should be limited to that necessary to protect the student. Corporal punishment is prohibited in our school district and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself, and others, and to protect property as may be reasonable.
- Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations.
- Be careful with language. Profanity or abusive language should not be used. Be a good role model for students. If a student uses such language, you should correct the student and take disciplinary action as is appropriate, which may include making a report to the administration.

2. Proper Instructions

- Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
- Repeat the instructions on how to complete a task that has a heightened risk of danger, as often as needed. Do not assume because students heard the directions once they will be remembered.

3. Proper Maintenance of Buildings, Grounds, and Equipment

- Conduct periodic inspections of equipment under your control or in your area of supervision.
- If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the Principal immediately so repairs may be undertaken.

4. Proper Warnings

- If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell your immediate supervisor immediately so additional warnings may be given.

### Contact the Principal for Assistance

The Principal should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

- student fight
- student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the Principal cannot be immediately located, call 911 if the problem appears to be of immediate and serious concern
- a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances
- presence of an intruder (a non-student or staff member who refuses to go to the office)

Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

### Student Searches

Only certificated staff may conduct searches of students. The Principal must be contacted so they can be present during searches of students or their belongings. A student suspected of having an item in violation of school rules should be directed to wait until a certificated staff is present. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

## **Section 6 Reporting Child Abuse**

Nebraska state law and District policy requires staff to promptly make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when the employee has reasonable cause to believe that a child has been abused or neglected, including sexual abuse, 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 prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Employees are to inform the Principal that they intend to make a report. However, simply informing a Principal or supervisor does not end the employee's responsibility; employees are obligated by law to make certain a report was made if they do not do it themselves.

This requirement shall apply to all school employees, including coaches and volunteers, participating in interstate amateur athletic competitions. The term “promptly” means “within a 24-hour period.”

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 the police or Child Protective Services workers to promptly interview the child. A counselor or an administrator will help you with any questions or concerns that you may have.

## **Article 5 – PERSONAL AND PROFESSIONAL CONDUCT**

### **Section 1 Ethics Standards**

The Homer Community School District expects its classified employees to adhere to ethics standards which are modified from those established by the Nebraska Department of Education for certificated employees. The classified school employment job ethics standards which classified employees are expected to adhere to include those set forth below.

#### *Principle I - Commitment as a School Employee:*

Employees shall exhibit good moral character, maintain high standards of performance, and promote equality of opportunity.

In fulfillment of the employee's contractual and personal responsibilities, the employee:

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 sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status.
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 personal decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the employee is responsible.
5. Shall not exploit school 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 engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of job duties.
8. Shall report to the Superintendent any known violation of paragraphs 2 or 5 above.
9. Shall seek no reprisal against any individual who has reported a violation of this rule.

*Principle II - Commitment to the Student:*

Mindful that the employee's classified position exists for the purpose of serving the best interests of the school district's students and patrons, the classified employee shall perform his/her job duties with genuine interest, concern, and consideration for the student. The employee 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 employee:

1. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
2. Shall keep in confidence personally identifiable information that has been obtained in the course of employment unless disclosure is approved by the administration or is required by law.
3. Shall not discipline students using corporal punishment.

*Principle III - Commitment to the Public:*

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The classified employee bears responsibility for instilling an understanding of confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect from the public for the integrity of the profession.

In fulfillment of the obligation to the public, the employee:

1. Shall not misrepresent an institution with which the employee is affiliated and shall take added precautions to distinguish between the employee'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 judgment to be exercised in the course of employment.
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, nor 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 the employee's position.

*Principle IV - Commitment to Classified Position Employment Practices:*

The employee shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The employee shall believe that sound personnel relationships with governing administration and board of education are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to employment practices, the employee:

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of 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 job-related business through designated procedures, when available, that have been approved by the employing agency.
5. Shall not assign unqualified personnel tasks for which an employee is responsible.
6. Shall permit no commercial or personal exploitation of his or her employment position.
7. Shall use time on duty and leave time for the purpose for which intended.

*Competent Performance*

Employees must possess the abilities and skills necessary to accomplish the designated task.

Therefore, each employee shall:

1. Keep records for which he or she is responsible in accordance with law and policies of the school system;
2. Supervise others in accordance with law and policies of the District;
3. Recognize the role and function of community agencies and groups as they relate to the District and to his or her position, including but not limited to health and social services, employment services, community teaching resources, cultural opportunities, educational advisory committees, and parent organizations.

Each employee shall:

1. Utilize available materials and equipment necessary to accomplish the designated task;
2. Adhere to and enforce written and dated administrative policy of the District which has been communicated to the educator;
3. Use channels of communication when interacting with educators, community agencies, and groups, in accordance with policy.

Each supervisor shall:

1. Make reasonable assignment of tasks and duties in light of individual abilities and specialties and available personnel resources.

*Communication Skills:* In communicating with students and other employees, each employee, within the limits prescribed by his or her assignment and role, shall:

1. Utilize information and materials that are relevant to the designated task;
2. Use language and terminology which are relevant to the designated task;
3. Use language which reflects an understanding of the ability of the individual or group;
4. Assure that the designated task is understood;
5. Use feedback techniques which are relevant to the designated task;
6. Consider the entire context of the statements of others when making judgments about what others have said;
7. Encourage each individual to state his ideas clearly.

*Management techniques:* The employee shall:

1. Resolve discipline problems in accordance with law, board policy, and administrative regulations and policies;
2. Maintain consistency in the application of policy and practice;
3. Develop and maintain positive standards of conduct.

*Human and Interpersonal Relationships:* Employees shall possess effective human and interpersonal relations skills and therefore:

1. Shall allow others who hold and express differing opinions or ideas to freely express such ideas;
2. Shall not knowingly misinterpret the statement of others;
3. Shall not show disrespect for or lack of acceptance of others;
4. Shall provide leadership and direction for others by appropriate example;
5. Shall offer constructive criticism when necessary;
6. Shall comply with reasonable requests and orders given by and with proper authority;
7. Shall not assign unreasonable tasks;
8. Shall demonstrate self-confidence and self-sufficiency in exercising authority.

*Personal Requirements:* Each employee within the scope of delegated authority shall:

1. Be able to engage in physical activity appropriate to the designated task except for temporary disability;
2. Be able to communicate so effectively as to accomplish the designated task;
3. Appropriately control his or her emotions;
4. Possess and demonstrate sufficient intellectual ability to perform designated tasks.

*Contractual Obligations:* Employees shall adhere fully to the terms of a contract or appointment.

## **Section 2      Role Model**

Employees serve as role models for students and their actions and conduct reflect on the school as a whole. Employees are in all respects to conduct themselves in a professional manner.

## **Section 3      Professional Boundaries**

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

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:

- Using e-mail, text messaging, instant messaging, or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school--related and inappropriate for persons other than the individual student to receive (for

example, e-mailing a message about a student's grades).

- Engaging in social-networking friendships or communications with a student on 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. Employees shall not friend, communicate with, or follow students on any social networking site.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student a sexual topic that is not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- 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.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.

- Giving gifts of a personal nature to a specific student.
- Discussing alcohol, tobacco, or other illicit drugs in a non-instructional setting, such as describing a party that the employee attended.
- Discussing another student’s or employee’s personal matters when it is not appropriate outside of the instructional setting.
- “Grooming,” which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are students in the District. A staff member seeking an exception must receive advance approval from his or her administrator. If a staff member is unable to communicate with an administrator in advance (such as in the event of an emergency), the staff member must notify the administrator as soon as possible, but not later than 24 hours immediately following the event.

Any person who suspects a District employee of engaging in any prohibited conduct under this policy, including grooming, should contact the Superintendent as soon as practical.

An employee who violates this policy may face discipline, up to and including termination of employment, and may be referred to the appropriate certification or credentialing agencies for further discipline.

A violation of this policy will result in referral to the Department of Health and Human Services, law enforcement, or both.

#### **Section 4 Relationships**

It is important for employees to maintain an effective working relationship with the administration and all co-workers. Employees are also to maintain appropriate relationships with students.

#### **Section 5 Civility**

All employees shall behave with civility, fairness, and respect in dealing with fellow employees, students, parents, patrons, visitors, and anyone else having business with the District. Uncivil behaviors are prohibited. Employees may be subject to disciplinary action up to and including termination for engaging in uncivil behaviors.

Uncivil behaviors are any behaviors that are physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, violent or harassing. Such interactions are prohibited in all forms of communication, including telephone conversations, texting, voice mail messages, face-to-face conversations, written communications, and email messages.

Any employee aware of another employee's uncivil behavior shall report the conduct to the employee's immediate supervisor or to the Superintendent. There will be no retaliation against the person for making the report.

### **Section 6 Notification of Arrest, etc.**

Employees must notify Superintendent by the next business day after:

1. Arrest or Criminal Charges. The employee is arrested, ticketed, or issued a criminal charge where:
  - a. The maximum penalty for the crime equals or exceeds six months incarceration;
  - b. The crime relates to abuse, neglect or endangerment of a minor, a minor was allegedly a victim or a witness, or the crime involves alleged sexual misconduct;
  - c. Conviction would impact performance of employee's job responsibilities, including offenses that:
    - i. Would impact the responsibility to be a role model for students or relations with other employees of the District;
    - ii. Would impact the employee's ability to operate a motor vehicle if the employee's work duties include driving; or
    - iii. Would impact the employee's Commercial Driver's License if the employee's job requires that the employee have a CDL.
  - d. The arrest or the alleged criminal activity occurred while the employee was on duty, on District property, or in a school owned or utilized vehicle, or at a school-supervised activity or school-sponsored function.Employees must also promptly report to the Superintendent whenever the employee has been sentenced to be incarcerated for any period of time, even if the offense is not otherwise reportable.
2. Certificate or License. The employee becomes aware that a complaint has been filed against the employee that could affect a certificate or license required for the employee's position.
3. Child Abuse. The employee becomes aware that a report of child abuse or neglect has been made against the employee under the Child Protection Act.

Further, employees must give full disclosure of any Child Protection Act investigation that resulted in an "inconclusive" determination that occurred at any time. Current employees must give such disclosure within ten days following receipt of this handbook.

Employees must give full disclosure of the existence and nature of the above proceedings and must also promptly notify Superintendent of the disposition of the proceedings.

Legal documents relating to the proceedings shall be treated and maintained as part of the employee's confidential criminal background file.

Failure to notify as required under this policy may subject the employee to disciplinary action, including termination.

### **Section 7 Evaluations**

Evaluations of employees will be conducted in accordance with the District's evaluation policy. Supervisors reserve the right to observe, appraise or evaluate employees more frequently than required by policy on an as-needed basis. Employees are expected to make themselves available for evaluation on request, to participate constructively and positively in the evaluation process, and to accept and implement constructive suggestions and improvement strategies developed by the administration.

### **Section 8 Employee Complaints or Concerns**

Employees are to inform their supervisor or the Superintendent of any complaints or concerns about the operations of the District using the established chain of command (immediate supervisor, next higher-level supervisor, etc.) on all matters that require administrative attention; that is, on all matters or issues that their job responsibilities require them to report to a supervisor.

It is important to the efficient and successful operation of the District and a duty of all employees to share any such complaints or concerns in a responsible, professional manner such as to: (1) not disrupt the proper functioning of their duties, (2) not undermine the authority of their co-workers, supervisors, or superiors, (3) maintain close working relationships with their co-workers, supervisors, and superiors, and (4) ensure that all applicable laws and regulations are followed. All official communications from employees must be accurate, demonstrate sound judgment, and promote the District's mission. Employees must ensure that all applicable laws and regulations are followed by the District and its employees. In the event an employee becomes aware of any such non-compliance, the employee is to report such to the employee's immediate supervisor (or the next higher level, if the supervisor is responsible for the problem) and maintain the confidentiality of the report so that the problem can be appropriately corrected in the best interests of the District.

Employees are to use the appropriate complaint or grievance mechanism for matters involving discrimination or harassment or other established mechanism specific to the nature of the complaint or concern.

The District will not tolerate unlawful retaliation against an employee for engaging in legally protected activity. A protected activity includes an employee's act of opposing an unlawful practice prohibited by employment discrimination or other laws that protect the conduct in question. Any act of unlawful retaliation by a supervisor or other employee may result in serious disciplinary action up to and including termination. Any employee may file a complaint with the Superintendent or appropriate Coordinator if the employee feels that they have experienced unlawful retaliation in any form.

### **Section 9 Attire**

It is important for employees to project a professional image to students, parents, co-workers, and patrons. Appropriate attire and grooming are one of the means of projecting a professional image. Employees are expected to maintain professional attire and grooming when on duty. As a minimal

guide, employees should not wear clothing which students would not be permitted to wear at school. The administration may establish more detailed guidelines for individual employees should that be necessary.

### **Section 10 Outside Employment**

Employees shall not perform duties unrelated to District employment during duty hours. In addition, employees shall not engage in employment which conflicts with their school duties.

### **Section 11 Employee Fundraising**

Any employee who directly or indirectly seeks to use their position as a District employee to fundraise (such as through a crowd funding initiative) must obtain prior approval from the Superintendent or Superintendent's designee before taking any action to fundraise.

District employees who engage in fundraising efforts in their private capacities need not abide by this policy.

## **Article 6 – USE OF SCHOOL FACILITIES AND EQUIPMENT**

### **Section 1 Drug-Free Workplace**

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held.

The unlawful manufacture, distribution, disposition, possession, or use of tobacco, alcohol or a controlled substance is prohibited in the workplace. The possession, use or distribution 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 illicit drugs, alcohol, or inhalants, is prohibited in any place on school grounds, in a school utilized vehicle or any location over which the District had control. The possession or distribution of a look-alike drug or look-alike-controlled substance is similarly prohibited. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol on an employee in the workplace or on duty time shall be a violation of the drug-free workplace. In addition, employees are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the employee commits a criminal drug or alcohol offense off the workplace or off duty time.

As a condition of employment employees will abide by the District's drug-free workplace policies and notify the Superintendent of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed for violations of the District's drug-free workplace policies. Sanctions may include the requirement that the employee complete an appropriate rehabilitation program, a reprimand, or termination of employment. Drug and alcohol counseling and rehabilitation and reentry programs are available through local health agencies.

### **Section 2 Smoke and Tobacco-Free Workplace**

The use of tobacco products is prohibited on school grounds.

“Tobacco products” means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. This does not preclude adults from wearing non-visible nicotine patches, or using nicotine gum without displaying the product container, as part of a smoking cessation program.

### **Section 3      Weapon-Free Workplace**

The District prohibits any person 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 phrase “possession of a weapon” includes, without limitation, a weapon in an employee's personal possession or within reach (such as in the employee’s vehicle), as well as in an employee’s desk, locker, briefcase, backpack, or purse.

### **Section 4      Use of School Facilities**

An employee who is issued school keys or fobs shall not lose their keys or fobs and shall not allow others to have access to or to use their keys or fobs. Employees are permitted to have access to school facilities during non-school time provided such access is for work-related purposes and the Principal or supervisor has given permission for such access. When employees leave the building, they are to close all windows, lock doors, and make sure that the entry door is fully closed and locked. This is especially important when employees are using the school facilities during any weekend or evening use.

Use of school supplies (paper, staples, etc.), school equipment (copiers, fax machines, telephones, etc.) and school postage is to be for approved school-related purposes only. Excess or surplus supplies or equipment, including items which have been placed in the trash, must not be removed for non-school use without approval from the Principal.

### **Section 5      Recording of Others**

To ensure the privacy and confidentiality of student information, no employee is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted, (2) by authorized staff for purposes of child welfare (for example, to record images of injuries to students caused or believed to be caused by another person), or (3) the Superintendent or Superintendent’s designee. This prohibition applies to all staff, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

## Article 7 – STATE AND FEDERAL PROGRAMS

### Section 1 Notice of Nondiscrimination

Homer Community Schools does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in admission or access to, or treatment of employment, in its programs and activities. The Coordinators listed in Section 2 have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination.

Local complaint or grievance procedures are provided for by the District and set forth in this handbook. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints are to be filed with the regional Department of Education, Office for Civil Rights where the complaint relates to Title IX (discrimination, harassment or lack of equity based on gender), Title VI (discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, or national origin) or Section 504 (discrimination, harassment, or failure to accommodate a disability). Complaints are to be filed with the regional U.S. Equal Employment Opportunity Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, gender, national origin, or religion), the Americans with Disabilities Act (discrimination, harassment, or failure to accommodate a disability), or the Age Discrimination in Employment Act (discrimination based on age). The contact information for the OCR and the EEOC in this regard are:

Office for Civil Rights (OCR)  
One Petticoat Lane  
1010 Walnut St. 3<sup>rd</sup> Floor, Suite 320  
Kansas City, MO 64106  
(816) 268-0550 (voice)  
Fax (816) 268-0599

The U.S. Equal Employment  
Opportunity Commission (EEOC)  
Gateway Tower II  
400 State Avenue, Suite 905  
Kansas City, MO 66101  
(800) 669-4000  
TDD: (800) 669-6820

(800) 877-8339 (telecommunications device  
for the deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

### Section 2 Designation of Coordinators

Any person having inquiries concerning the District's compliance with nondiscrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies, or programs. The contact address for the coordinator is: Homer Community Schools, [Address], [City], Nebraska [Zip]; Phone: ([Area Code]) [Telephone Number]:

Law, Policy, or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment	Superintendent

	based on race (including skin color, hair texture and protective hairstyles), color, or national origin; harassment	
Title IX	Discrimination or harassment based on sex; gender equity	Superintendent
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment, or reasonable accommodations of persons with disabilities	Superintendent Special Services Director for student matters
Homeless student laws	Children who are homeless	Superintendent
Safe and Drug Free Schools and Communities	Safe and drug free schools	Superintendent

### **Section 3      Anti-discrimination & Harassment Policy**

Homer Community Schools is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, and other employees, students or other persons is prohibited. In addition, the District will endeavor to protect employees and students from reported discrimination or harassment by non-employees or others in the workplace and educational environment.

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

1. In general, verbal or physical conduct relating to a person’s protected status constitutes harassment when the conduct unreasonably interferes with the person’s work performance or creates an intimidating work, instructional or educational environment.
2. Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person’s age.
3. Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the workplace, classroom, or educational environment. Sexual harassment may exist when:

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

### Grievance Procedures

1. Employees should initially report all instances of discrimination or harassment to their immediate supervisor. However, if the employee is uncomfortable in presenting the problem to the supervisor, or if the supervisor is the problem, the employee is encouraged to go to the next level of supervision.
2. If the employee's complaint is not resolved to his or her satisfaction within five to ten working days, or if the discrimination or harassment continues, please report your complaint to the Superintendent. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.
3. The supervisor or the Superintendent will promptly and thoroughly investigate all complaints. These situations will be treated with the utmost confidence, consistent with resolution of the problem. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees or removal of offending students may be taken.
4. The person who makes the complaint shall not be threatened or retaliated against for alleging a violation of this anti-discrimination policy or for use of this grievance procedure.

#### **Section 4      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 by employees 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 with the Complainant, or a longer period is reasonably necessitated by the circumstances. 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 10 days from the date the Coordinator's decision is sent to the Complainant to accept or reject the Coordinator's proposed resolution. The Complainant shall be deemed to have accepted the proposed resolution unless the Complainant rejects the proposed resolution within such time period.
6. In the event the Complainant rejects the proposed resolution, the Complainant shall be given the opportunity to file a request for reconsideration within 10 days from the date the Coordinator's decision is sent to the Complainant. The request for reconsideration shall be filed with the Coordinator. Upon receipt of the request for reconsideration, the Coordinator shall promptly forward the request for reconsideration and all evidence received by the Coordinator in connection with the Complaint to a third person for review (either an administrator or other employee of the District, or members of the Board of Education or Committee of the Board).
7. A decision on the request for reconsideration shall be made within 10 days after the request for reconsideration was filed unless the Board or Committee of the Board is the reviewer, in which event the decision shall be made within 30 days of the filing of the request for reconsideration, unless such time period is extended by agreement with the Complainant, or a longer period is reasonably necessitated by the circumstances.

**RECEIPT OF 2025-2026 CLASSIFIED EMPLOYEE HANDBOOK OF  
Homer Community SCHOOLS**

This signed receipt acknowledges receipt of the 2025-2026 Classified Employee Handbook of Homer Community Schools. This receipt acknowledges that I understand that I will read and be familiar with the handbook, that I understand the handbook contains a disclaimer of contract, that I understand that the handbook includes the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used for responding to harassment or discrimination.

Date: \_\_\_\_\_

\_\_\_\_\_  
Employee's Signature

**2025-2026  
TEACHER HANDBOOK  
HOMER  
PUBLIC SCHOOLS  
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**Homer Community Schools Teacher Handbook  
2025-2026 School Year**

**FOREWORD**

**Section 1 Intent of Handbook**

Welcome to Homer Community Schools! This handbook is intended to be used by teachers and other certificated staff to provide general information about Homer Community Schools and to serve as a guide to the District’s policies, rules, and regulations, benefits of employment, and performance expectations.

References in this handbook to “teachers” are intended to apply to all certificated staff. This includes administrative staff to the extent the handbook deals with professional expectations and conduct.

Each teacher is responsible for becoming familiar with the handbook and knowing the information contained in it. 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. This handbook is intended to supplement other documents that deal with your employment, including your employment contract, the negotiated agreement between the Homer Community Schools and the Homer Education Association, and the policies and regulations of the Board of Education. In reading this handbook, please understand that where a direct conflict exists, state or federal law, the negotiated agreement, and Board policies and regulations will control.

Every staff member is subject to the Policies of the Board of Education. As such, every classified staff member should review the Policies of the Board of Education, available online at: [Homerknights.org](http://Homerknights.org)

The administration 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 a situation or circumstance arise that is not specifically covered in this handbook, the administration will decide based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the District. In the event that a staff member does not understand a provision of this Handbook, it is the staff member’s responsibility to seek the administration’s interpretation of such provision.

This handbook will be in effect for the 2025-2026 and subsequent school years unless replaced by a later edition.

## **Article 1 – CONTRACT DAYS**

### **Section 1 Contract Days**

Teachers are contracted for 183 contract days for the school year. Contract days shall be serviced by individual teachers on varying schedules as established by the Superintendent or Superintendent’s designee.

### **Section 2 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 day is canceled, such days shall not be credited as a contract day served. Make-up days will be scheduled by the administration during the contract year as needed to allow all teaching staff to serve the full number of contract days.

## **Article 2 – EMPLOYMENT, COMPENSATION AND BENEFITS**

### **Section 1 Employment**

On or after March 15 of each school year teachers may be requested to accept employment for the next school year. It is important for teachers to respond to the request to signify acceptance as a failure to signify acceptance of employment by the designated date shall constitute cause for amendment of termination of the teacher’s contract.

Should a teacher wish to resign from employment the teacher must give written notice of resignation to the Superintendent. The request to resign may 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 April 15 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.

### **Section 2 Assignments**

The professional duties to be performed by a teacher with the District shall be subject to assignment by the Superintendent or designee. A teacher will be expected to devote full time during days of school to the teacher’s position and to perform the assigned duties diligently and faithfully to the best of the teacher’s professional ability. Job descriptions, where available, may provide additional information about the position duties.

In addition to the normal duties traditionally required of teachers, a teacher may be assigned such “extra duty” assignments to support the extra-curricular programs of the District, which shall be upon such terms and conditions and at such additional rate of compensation as the Teacher and the District may agree upon or as set forth in the negotiated agreement. The extra-curricular program of the District is an integral part of the overall educational program of the District. As such, a teacher shall not unreasonably refuse to accept such extra-duty assignments. In addition, performance in an extra duty assignment is a part of the evaluation of the teacher’s overall performance to the District.

### **Section 3 Personnel File**

The District will follow the requirements of state and federal law and regulation with regard to a teacher's personnel file.

### **Section 4 Grievances and Complaints**

Teacher grievances regarding wages, hours, and conditions of employment set forth in the negotiated agreement shall be governed by the grievance or complaint procedure in the negotiated agreement. All other employment related grievances or complaints shall be addressed through the administrative chain of command, including the process set forth in board policy.

### **Section 5 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, and the extra-duty salary schedule also incorporated into the negotiated agreement.

Salary Payments. Salary is payable over twelve equal installments. Teachers will be paid on the payroll date each month. In no event shall the Board advance more than one month's salary to any staff member. Upon separation of a teacher's employment, or upon fulfillment of the contract, the teacher may, at the option of the Board, be paid all salary due in one lump sum.

### **Section 6 Benefits**

Teachers are provided benefits in accordance with the negotiated agreement.

Continued health insurance benefits are available through COBRA subject to certain qualifying requirements. A Notice of COBRA Continuation Coverage Rights is available in the Superintendent's Office.

### **Section 7 Payroll and Payroll Deductions**

Payroll deductions shall be made in accordance with law, the negotiated agreement, and/or consent of the teacher.

### **Section 8 Expense Reimbursement**

Reimbursement for authorized mileage will be paid to teachers required to drive their own vehicles during their regularly scheduled working hours between two or more work sites. Teachers shall receive approval from their supervisor before incurring any mileage. 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. A request for reimbursement shall be accurate. Any teacher who falsifies a reimbursement request may be terminated from employment.

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 Building Principal.

Reimbursement for purchase of materials or for meals or other expenses related to travel must be submitted to and approved by either the Building Principal or, if the expense relates to an activity, by the Athletic Director. The request for reimbursement should include an itemized receipt sufficient to establish that the expense was actually incurred and that the expense was reasonable and related to a school-purpose. There is no guarantee that teachers will be reimbursed for the purchase of materials or meals. Therefore, teachers should obtain prior authorization from the Building Principal before making such purchases.

## **Section 9      Injuries at Work**

### 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.

### Workers Compensation

Teachers are required to immediately report any work-related injury and/or work-related medical condition to their supervisor and complete all appropriate paperwork.

## **Article 3 – ABSENCES FROM WORK**

### **Section 1      Paid Leaves**

All leaves (paid or unpaid) are identified in the Negotiated Agreement. If any teacher has a question about their availability or access to leaves, the teacher must contact the business office for verification.

### **Section 2      Payroll Deductions for Absences in Excess of Paid Leave**

Should a teacher be absent from work in excess of the teacher's accumulated sick leave or other paid leaves called for in the negotiated agreement, the teacher's salary and fringe benefits (including the cost of premiums for group health insurance) may be reduced by the day or days of work missed 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 years as the denominator.

### **Section 3      Jury Duty Leave**

A teacher who is summoned for jury service must promptly notify the Building Principal. The teacher will be allowed time off for jury duty, pursuant to law.

There will be no loss of salary or deduction to the teacher for time spent in jury service. The District may, at its discretion, reduce the teacher's salary by an amount equal to any compensation, other than expenses, paid by the court for jury duty service.

If a teacher reports for jury duty in the morning and is then dismissed from jury duty for the remainder of the day, the employee is to report for work and resume duties for the balance of the day, except as may be otherwise arranged by the Building Principal.

## Section 4 Family and Medical Leave Act

### Employee Rights and Responsibilities under the Family and Medical Leave Act

Family and medical leave will be allowed under the terms and conditions of the Family and Medical Leave Act of 1993, as amended (FMLA).

Basic Leave Entitlement. FMLA provides up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or childbirth;
- To care for your child after birth, or placement for adoption or foster care;
- To care for your spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes you unable to perform your job.

The “leave year” for purposes of the FMLA is a “rolling” 12-month period, measured backward from the date of any FMLA leave usage.

Military Leave Entitlement. Eligible employees with a spouse, son, daughter, or parent on active duty or call to active-duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a 12-month period. A covered servicemember is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the servicemember medically unfit to perform his or her duties for which the servicemember is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections. During FMLA leave, a teacher’s health coverage under a “group health plan” will be maintained on the same terms as if the teacher had continued to work. Upon return from FMLA leave, most employees must be restored to their original or an equivalent position with equivalent pay, benefits, and other employment terms.

A teacher’s use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of the FMLA leave.

Eligibility Requirements. A teacher is eligible if he or she has been employed with Homer Community Schools for at least one year, for 1,250 hours over the previous 12 months, and if there are at least 50 employees of Homer Community Schools within 75 miles of your work location.

Definition of Serious Health Condition. A serious health condition is an illness, injury, 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 teacher from performing the functions of his or her 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 three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regiment of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave. A teacher does not need to use FMLA leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. The teacher 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.

Substitution of Paid Leave for Unpaid Leave. The teacher may choose, or the District may require use of accrued paid leave while taking FMLA leave. To use paid leave for FMLA leave, the teacher must comply with the District's normal paid leave policies.

Employee Responsibilities. The teacher must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the teacher is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. The teacher also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. The teacher also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities. The District will inform employees requesting leave whether they are eligible under FMLA. If they are, the notice will specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District will provide a reason for the ineligibility.

The District will inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the District determines that the leave is not FMLA-protected, the District will notify the employee.

Enforcement. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

For additional information you may refer to FMLA posters on employee bulletin boards or contact the U.S. Wage and Hour Division at:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627

To submit a request for use of FMLA, or to plan for payment of benefits while on an FMLA leave, **contact the business manager at 402-698-2377 Ext 110.**

### **Section 5 Military and Family Military Leave**

Military leave and family military leave will be granted to the extent required by state and federal law and in accordance with Board Policy.

Teachers requesting to take military leave or family military leave under the Nebraska statutes must notify the Superintendent at least 14 days in advance of taking such a leave if the leave will be for 5 or more consecutive days and consult with their Building Principal to schedule the leave to not unduly disrupt operations of the District. For leaves of less than 5 days, the teacher is to notify the Superintendent of the leave request as soon as practicable. Teachers are to attach a copy of their orders to a leave request form when they prepare the request for military leave.

### **Section 6 Adoption Leave**

Adoption leave will be permitted to be taken by an adoptive parent for the same time and on the same terms as the teacher is permitted to take a leave of absence upon the birth of the teacher's child.

The adoptive parent leave of absence begins following the commencement of the parent-child relationship. The parent-child relationship commences, for purposes of adoption leave, when the child is placed with the teacher for purposes of adoption. The teacher shall be deemed to have waived any adoptive leave days not taken following the commencement of the parent-child relationship, except as the Superintendent and the teacher may otherwise agree. Advance notice of an anticipated adoption shall be provided by the teacher to the Superintendent as early as possible.

### **Section 7 Subpoena to Testify Leave**

A teacher must promptly notify the Building Principal when the teacher receives a lawfully issued subpoena to testify in court or to give a deposition that may require an absence from duty.

In the event the subpoena involves a job-related matter in which the teacher is testifying on behalf of the District, the absence will be treated like a jury duty leave.

In the event the subpoena involves a personal matter, the teacher will be required to use available leave days. The Superintendent shall make the final determination as to whether a matter is personal to the teacher.

### **Section 8 Voting Leave**

Teachers will be allowed paid time off to vote in an election if the teacher: (a) is a registered voter; (b) does not have 2 consecutive hours between the time of the opening and closing of the polls during which the teacher is not required to be present at work; and (c) applies for voting leave prior to or on election day with the Building Principal.

When voting leave is available, a teacher will be entitled to be absent from work on election day for such period as will, when considering the employee's non-working time, total 2 consecutive hours between the time of the opening and closing of the polls. When voting leave is used, no deduction shall be made from the teacher's salary on account of such absence. The Building Principal may specify the hours during which the employee may be absent for voting leave.

## **Article 4 – DUTIES AND RESPONSIBILITIES**

### **Section 1 Hours of Work & Meetings**

Regular, dependable, in-person attendance at work is an essential function of a teacher's employment position.

Certificated employees are required to serve at the playground, lunchroom and hall supervision as designated by the Principal.

Teachers shall attend meetings assigned by the Superintendent of Schools, principals, department heads and team leaders.

### **Section 2 Arrival to Duty Assignments**

Elementary school teachers are to be in the building by no later than **7:45am**, to be in their classroom no later than **8:00am**, and to remain on duty until **3:45pm**. Secondary school teachers are to be in the building no later than **7:45am**, to be in their classroom no later than **8:00am**, and to remain on duty until **3:45pm**. Teachers and other certificated employees who are part-time or work on adjusted schedules are to be in the building at least 15 minutes before their class or assigned duty begins, and to be in their classroom or assigned duty area at least 15 minutes after their class or assignment ends. During the school day, teachers are to be in their assigned classroom at least five minutes before each period begins to assure that students are not unsupervised within the classroom.

### **Section 3 Leaving School**

Teachers are to be always on duty during the school day. Teachers are considered on duty even during designated planning periods. An uninterrupted lunch period of not less than 30-minutes each day is provided to teachers during which they are not assigned teaching, supervisory, or other duties.

Teachers may not leave school during duty hours without the approval of the Principal. If the absence has been approved, the teacher must check out with the Principal's office when leaving and check back in with the Principal's office upon return. Teachers who need to leave during the school day for reason of illness or emergency are to check out with the Principal's office and make sure that a responsible person has been notified of their unexpected absence so student coverage may be provided.

### **Section 4 Lesson Plans**

On each contract day, teachers must prepare written lesson plans which cover at least three days of advance instruction. The plans must be in a format accessible to the Principal or substitute teacher if the teacher is absent from school. The lesson plans must be sufficiently clear in

establishing objectives and related activities so that they are easily used by a substitute teacher or other staff member not familiar with previous classroom activities or progress. The lesson plans must give specific reference to other instructional sources immediately available which will enhance the instructional lesson.

### **Section 5 Daily Class Records**

Every teacher is required to keep a complete and easily understandable written or electronic record of the attendance and achievement of every student.

Upon request, a student's individual record in the teacher's class record 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.

### **Section 6 Classroom and School Procedures**

Teachers are expected to adhere to the following classroom and school procedure in the performance of their duties:

1. Use of Cell Phones

Teachers shall not use personal cell phones during duty time unless the teacher is using a District-issued application or website that directly relates to their teaching duties.

Teachers are not to use cell phones or otherwise engage in distracted driving while transporting students. This rule applies to the driver regardless of whether the vehicle is in motion. The only exception to these rules is in the case of emergencies. Teachers will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems will be utilized by all occupants.

2. 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. Teachers ultimately bear responsibility for the actions that occur in the classroom. A teacher aide is not a sufficient substitute for a teacher's duties. 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, grading tests or class work, and calculating grades and recording grades. Teacher aides are to work only on their assigned workdays and within their assigned workday. If the teacher desires the aide to work hours other than the assigned work hours or assigned workday, contact the administration for approval.

3. 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 halls or anywhere they are not being supervised. Student aides are not to be used to assist the teacher by helping supervise another student, grade tests or class work, calculate student grades or record grades. Keys are never to be given to students, whether they are student aides or not. Student aid should not be present and assisting a teacher without another adult present after the end of regular teacher duty hours.

4. Classroom Environment

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

**Section 7 Supervision of Students**

Proper supervision of students is necessary for teachers and other adults responsible for students. Teachers and other adults responsible for student supervision are expected to meet the four “P’s” for student supervision and safety.

1. Proper Supervision

- Report to all duty assignments on time.
- Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
- Be vigilant while supervising students. Never leave the classroom unattended; the need to make a copy is not greater than the need to supervise students. If an emergency requires that a teacher leave the classroom, request that another nearby staff member cover the class, or notify the office so someone can help. If the teacher is on recess duty, the teacher’s responsibility is to supervise the students in the assigned area. When talking with other adults or students, the primary duty is supervision, and the teacher is to be aware of what all students are doing.
- If the teacher has seen or has been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, the teacher’s supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).
- Be careful with touching students. Use of corporal punishment is prohibited. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground equipment) and that which professional educators determine appropriate for purposes of proper student relationships.

- Be careful with language. Profanity or abusive language may not be used. Teachers must be good role models for students. If a student uses such language, the teacher should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

2. Proper Instructions

- Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
- Repeat the instructions on how to complete a task that has a heightened risk of danger, as often as needed. Do not assume because students heard the directions once they will be remembered.

3. Proper Maintenance of Buildings, Grounds, and Equipment

- Conduct periodic inspections of equipment under your control or in your area of supervision.
- If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the Principal immediately so repairs may be undertaken.

4. Proper Warnings

- If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the Principal immediately so additional warnings may be given.

Contact the Principal for Assistance

The Principal should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

- student fight
- student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the Principal cannot be immediately located, call 911 if the problem appears to be of immediate and serious concern
- a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances
- presence of an intruder (a non-student or staff member who refuses to go to the office)

Student Searches

The Principal should also be contacted before performing searches of students or their belongings. A student suspected of having an item in violation of school rules should be directed to wait until another adult is present, or to follow the teacher to the office if the teacher cannot leave his or her assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

Student Rights

Students should be treated fairly and given the same treatment without consideration of race (including skin color, hair texture and protective hairstyles), color, religion, gender, or disability. Students who need reasonable special accommodation should be given those accommodations as needed for them to participate in school and school activities. Further, students have the right to have their school records kept confidential. Such information should be shared only with other school staff with a need to know the information to perform their duties.

## **Section 8     Managing Student Conduct**

Discipline is everyone's responsibility. It begins with the student being responsible for his/her own behavior and understanding the consequences it may cause. The teacher is responsible for articulating classroom expectations at the beginning of the school year, implementing the classroom expectations on a consistent basis, and being familiar with the student handbook. All staff are responsible for all students in the hallways, in the restrooms, at assemblies, at pep rallies, in other open spaces and during lunch. Consequences for inappropriate behavior may include students making up time before or after school, a student or a parent conference, or a referral to an administrator.

The following guidelines will assist in maintaining appropriate student conduct and complying with the process required for student discipline.

1. On the first day of class, students must be made aware of classroom expectations.
2. It is important to document student behavior in your classroom, calls to parents, referrals, and/or communications with a student.
3. If, after attempts to improve student behavior, problems continue, talk to the Principal about possible alternatives in discipline procedures. Be attentive and respond to “bullying.”
4. If a student continues to cause problems, inform the Principal. Be sure to state the problem clearly and expectations in terms of assistance, as, at times, the student’s and teacher’s stories are different. Be prepared to provide documentation.
5. Follow up on any referral. The student may not go to the Principal or the counselor when sent.
6. Refer students with continued and significant behavioral problems to the student assistance team for a determination of whether the student needs special services. Contact the counselor if you have questions as to the procedure.
7. Talk with other teachers about the classroom management techniques they use to establish an atmosphere conducive to learning in their classroom. A large repertoire of classroom management techniques always enhances learning.
8. Read and understand the student handbook and the student conduct rules of the

District.

9. Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations. Corporal punishment is prohibited in the District and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself, and others, and to protect property as may be reasonable.
10. Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

### **Section 9 Dispensing Medication**

Teachers are not permitted to give any medication to students unless trained under the Medication Aid Act. 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 medication aide and are to be stored in the nurse's office; except for students who have a diabetes self-management or asthma self-management plan. Medical procedures are not to be administered in the classroom except in accordance with the District's Safety and Security Management Plan and the District's Emergency Protocol. Any questions about these rules are to be addressed to the Principal.

### **Section 10 Reporting Child Abuse**

Teachers are to promptly report to the appropriate law enforcement agency and the Principal when they have reasonable cause to believe that a child has been subjected to abuse or neglect, including sexual abuse, or circumstances which reasonably would result in abuse or neglect. Administrative staff may sometimes choose to make a report for a teacher. However, simply informing a Principal or supervisor does not end the teacher's responsibility; teachers are obligated by law to make certain a report was made if they do not do it themselves.

## **Article 5 – PERSONAL AND PROFESSIONAL CONDUCT**

### **Section 1 Professional Ethics Standards**

The School District expects its certificated employees to adhere to the professional ethics standards established by the Nebraska Department of Education as such standards may be modified from time to time. The professional ethics standards which certificated employees are expected to adhere include those set forth below. References to "educator" shall include all certificated employees of the District.

#### **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 nurture 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:

- A. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- B. Shall not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities.
- C. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members to influence professional decisions.
- D. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
- E. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- F. Shall not sexually harass students, parents or school patrons, employees, or board members.
- G. 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.
- H. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
- I. Shall report to the Superintendent any known violation of paragraphs G, E, or B above.
- J. 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:

- A. Shall permit the student to pursue reasonable independent scholastic effort and shall permit the student access to varying points of view.
- B. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
- C. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
- D. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
- E. 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.
- F. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Board of Education.
- G. Shall not discipline students using corporal punishment.

### **Principle III - Commitment to the Public:**

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears responsibility for instilling an understanding of 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:

- A. 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.
- B. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- C. Shall neither offer nor accept gifts or favors that will impair professional judgment.
- D. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- E. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
- F. 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:

- A. 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.
- B. Shall not misrepresent his or her professional qualifications, nor those of colleagues.
- C. 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:

- A. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
- B. Shall not knowingly withhold information regarding a position from an applicant or employer or misrepresent an assignment or conditions of employment.
- C. Shall give prompt notice to the employer of any change in availability of service.
- D. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
- E. Shall not assign unqualified personnel, tasks for which an educator is responsible.
- F. Shall permit no commercial or personal exploitation of his or her professional position.
- G. Shall use time on duty and leave time for the purpose for which intended.

**Section 2 Evaluations**

Evaluations of teachers will be conducted in accordance with the District’s evaluation policy. Supervisors 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.

**Section 3 Role Model**

At all times, teachers serve as role models for students and their actions and conduct reflect on the school as a whole. Teachers are in all respects to conduct themselves in a professional manner.

A. Notification of Arrest

Teachers must notify Superintendent by the next business day after:

- 1. Arrest or Criminal Charges. The teacher is arrested, ticketed, or issued a criminal charge where:
  - a. The maximum penalty for the crime equals or exceeds six months incarceration.
  - b. The crime relates to abuse, neglect or endangerment of a minor, a minor was allegedly a victim or a witness, or the crime involves alleged sexual misconduct.

- c. Conviction would impact performance of teacher's job responsibilities, including offenses that:
    - i. Would impact the responsibility to be a role model for students or relations with other employees of Homer Community Schools;
    - ii. Would impact the teacher's ability to operate a motor vehicle if the teacher at times needs to travel during duty time or the teacher at times drives students; or
    - iii. Would impact the teacher's Commercial Drivers License if the teacher's job requires that the employee have a CDL.
  - d. The arrest or the alleged criminal activity occurred while the teacher was on duty, on property of Homer Community Schools, or in a school owned or utilized vehicle, or at a school-supervised activity or school-sponsored function. Teachers must also promptly report to the Superintendent whenever the teacher has been sentenced to be incarcerated for any period, even if the offense is not otherwise reportable.
2. Certificate or License. The teacher becomes aware that a complaint has been filed against the teacher that could affect a certificate or license required for the teacher's position. This includes proceedings of the Nebraska Department of Education related to an alleged violation of the NDE Standards of Conduct and Ethics, Chapter 27, and proceedings of the Health and Human Services related to an alleged violation of the professional standards of conduct for the teacher's position.
3. Child Abuse. The teacher becomes aware that a report of child abuse or neglect has been made against the teacher under the Child Protection Act.

Further, teachers must give full disclosure of any Child Protection Act investigation that resulted in an "inconclusive" determination that occurred at any time. Teachers must disclose such findings within ten days following the Teacher's notice of such determination.

Teachers must give full disclosure of the existence and nature of the above proceedings and must also promptly notify Superintendent of the disposition of the proceedings.

Legal documents relating to the proceedings shall be treated and maintained as part of the teacher's confidential criminal background file.

Failure to notify as required under this section may subject the teacher to disciplinary action, including termination.

## B. Civility

Each teacher shall behave with civility, fairness, and respect in dealing with fellow employees, students, parents, patrons, visitors, and anyone else having business with Homer Community Schools. Uncivil behaviors are prohibited. Employees may be subject to disciplinary action up to and including termination for engaging in uncivil behaviors.

Uncivil behaviors are any behaviors that are physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, unprofessional, violent, or harassing. Such interactions are prohibited in all forms of communication, including telephone conversations, voice mail messages, face-to-face conversations, written communications, social media communications and email messages.

Any teacher aware of another teacher's uncivil behavior shall report the conduct to the teacher's immediate supervisor or to the Superintendent. There will be no retaliation against the person for making the report.

### C. Tobacco

The use of tobacco products is prohibited on school grounds.

“Tobacco products” means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. This does not preclude adults from wearing non-visible nicotine patches, or using nicotine gum without displaying the product container, as part of a smoking cessation program.

## **Section 4 Relationships**

It is important for teachers to maintain an effective working relationship with the administration and all co-workers, including other teachers and support staff. Teachers must maintain appropriate relationships with students and the community, including parents and patrons. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board policies, being prompt and responsive to questions and concerns, being honest and consistent, and not intruding into personal matters outside the scope of duties or gossiping or spreading rumors about others.

### Professional Boundaries Between Employees and Students

All teachers 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 teachers are expected to maintain with a student:

Using e-mail, text messaging, instant messaging, or social networking sites to discuss with

- a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school--related and inappropriate for persons other than the individual student to receive (for

example, e-mailing a message about a student's grades).

- Engaging in social-networking friendships or communications with a student on 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. Employees shall not friend, communicate with, or follow students on any social networking site.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topic that are not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- 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.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.

- Giving gifts of a personal nature to a specific student.
- Discussing alcohol, tobacco, or other illicit drugs in a non-instructional setting, such as describing a party that the employee attended.
- Discussing another student’s or employee’s personal matters when it is not appropriate outside of the instructional setting.
- “Grooming,” which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student’s life the sexual contact or sexual penetration would take place.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are students in the District. A teacher seeking an exception must receive advance approval from his or her Principal. If a teacher is unable to communicate with their Principal in advance (such as in the event of an emergency), the teacher must notify the Principal as soon as possible, but not later than 24 hours immediately following the event.

A teacher who violates this policy may face discipline, up to and including termination of employment, and may be referred to the appropriate certification or credentialing agencies for further discipline. A violation of this policy will result in referral to the Department of Health and Human Services, law enforcement, or both.

### **Section 5 Professional Attire**

It is important for teachers to project a professional image to students, parents, co-workers, and patrons. Appropriate attire and grooming are one of the means of projecting a professional image. Teachers are expected to maintain professional attire and grooming when on duty. As professionals, teachers are expected to be aware of the standard to be maintained. As a minimal guide, teachers should not wear clothing which students would not be permitted to wear at school. The administration may establish more detailed guidelines for individual teachers should that be necessary.

### **Section 6 Private Tutoring**

Teachers are encouraged to provide individual assistance to students as a part of their duties. Teachers who engage in private tutoring for pay (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.

### **Section 7      Outside Employment**

Teachers shall not perform duties unrelated to District employment during duty hours without the prior permission of the Superintendent. 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 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.

### **Section 8      Safe Transportation**

When driving a school vehicle or transporting students, teachers are to abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems must be utilized by all occupants.

When transporting students, teachers are not to use cell phones or otherwise engage in distractions. This rule applies to the driver regardless of whether the vehicle is in motion. The only exception is in the case of emergencies.

## **Article 6 – ACADEMIC MATTERS**

### **Section 1      Teaching to Student Understanding to Assure Learning**

Each teacher is responsible for teaching in a manner to meet the mission of the District and to assure student understanding and learning of the principles and concepts to be presented to students within the curriculum adopted by the District. Teachers will model classroom instruction on the educational model implemented by the District and reflected in the teacher evaluation instrument adopted by the Board of Education. Teachers are responsible for familiarizing themselves with the instructional model and the principles of instruction set forth in the evaluation instrument.

State and federal laws and regulations have been enacted which require that students with certain needs be provided instruction and services consistent with those special needs. Examples include students who have been verified as in need of special education ("special education students"), students with other disabilities which impact the educational program ("504 students"), and limited English proficient students ("LEP or ELL students"). The District's policy is to comply with the state and federal laws and regulations in all respects. Teachers who are assigned special education, 504, or LEP/ELL students are required to provide instruction and services consistent with legal requirements and the requirements of Board policy and regulation.

### **Section 2      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 or other applicable electronic format. Enough grades must be recorded in the grade book to justify all quarter and semester grades for each student. Teachers must be able to support and justify the grades that each individual student earns.

#### Reconsideration of Grades/Marks

Questions raised concerning duly assigned grades should be resolved cooperatively in a conference which includes the teacher(s) involved and the Principal. In the event a grade is questioned by parents or students, the parents/guardians and/or student may be included in the conference.

Failure to resolve the issue may result in a second conference involving the Superintendent or designee and the participants in the initial conference described above. The grades designated by teachers will not be changed unilaterally by the Superintendent unless the Superintendent determines that the grade is not consistent with the requirements of law, Board policy, or the best interests of the District.

Reduced Credit. Some students in certain situations may qualify for less than the number of credits normally granted for a course. If a student is excessively absent from a class for any particular

reason, a teacher may request reduced credit. All cases of reduced credit should be approved by the Principal.

Reports to Parents. Grades and credit are assigned on a quarter or semester basis. Reports will be made available to parents at the close of each quarter during the school year.

### **Section 3 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 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 and in advance.

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 before the Parent-Teacher conference.

## **Article 7 – USE OF SCHOOL FACILITIES AND EQUIPMENT**

### **Section 1 Drug-Free Workplace**

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held.

The unlawful manufacture, distribution, disposition, possession, or use of tobacco (including electronic nicotine delivery systems), alcohol or a controlled substance is prohibited in the workplace. The possession, use or distribution 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 illicit drugs, alcohol, or inhalants, is prohibited in any place on school grounds, in a school utilized vehicle or any location over which the District had control. The possession or distribution of a look-alike drug or look-alike-controlled substance is similarly prohibited. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol on a teacher in the workplace or on duty time shall be a violation of the drug-free workplace. 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 workplace or off duty time.

As a condition of employment teachers will abide by the District's drug-free workplace policies and notify the Superintendent of any criminal drug statute arrest, citation, or conviction for a violation occurring in the workplace no later than 5 days after such arrest, citation, or conviction. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed for violations of the District's drug-free workplace policies.

## **Section 2      Weapon-Free Workplace**

The District prohibits any person 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 teacher found to be in violation of this policy shall be subject to disciplinary action, up to and including termination. Teachers shall refer to the District's Board Policies on weapons to determine what qualifies as a weapon. If a teacher remains uncertain whether an object constitutes a weapon, the teacher must consult the Superintendent in advance for a final determination.

## **Section 3      Use of District Computer Network and Internet**

Teachers 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 District.

As a condition of using the computers and the Internet, teachers agree to the following:

1. Since copyright laws protect software, teachers will not make unauthorized copies of software found on school computers by any means. Teachers 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 a teacher downloads public domain programs for personal use or non-commercially redistributes a public domain program, the teacher assumes all risks regarding the determination of whether a program is in the public domain.
3. Teachers 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. Teachers are not permitted to knowingly access information that is profane, obscene, or offensive toward a group or individual based upon race (including skin color, hair texture and protective hairstyles), color, national origin, religion, disability, age, sex, or other protected category. Further, teachers

- are prohibited from placing such information on the Internet.
4. Teachers will protect the privacy of other computer users' areas by not accessing their passwords without written permission. Teachers will not copy, change, read, or use another person's files. Teachers will not engage in "hacking" or otherwise attempt to gain unauthorized access to system programs or computer equipment.
  5. Teachers will not disclose their passwords and account names to anyone or attempt to ascertain or use anyone else's password and account name.
  6. Teachers will not attempt to log in to the system as someone other than themselves without the other person's prior permission.
  7. Teachers will not use the school network or computers for financial gain or for any commercial or illegal activity.
  8. The District reserves the right to inspect a teacher's school computer and computer usage at any time. Teachers have no privacy rights or expectations of privacy regarding use of the District's computers or Internet system.
  9. The computer system is not a public forum. It is provided for the limited purpose of advancing the District's mission.
  10. Teachers shall not use or access the Internet for any reason that would violate the request that a teacher serve as a role model for students.

Any violation of any part of this agreement or any other activity which school administrators deem inappropriate will be subject to disciplinary action.

#### **Section 4 Use of School Facilities**

A teacher who is issued school keys or fobs shall not lose their keys or fobs and shall not allow others to have access to or to use their keys or fobs. Teachers are permitted to have access to school facilities during non-school time provided such access is for work-related purposes or has been approved in advance by the Principal.

Use of school supplies (paper, staples, etc.), school equipment (copiers, fax machines, telephones, etc.) and school postage is to be for approved school-related purposes only. Excess or surplus supplies or equipment, including items which have been placed in the trash, must not be removed for non-school use without prior approval from the Principal.

#### **Section 5 Care of School Property**

Teachers are responsible for the proper care of all books, equipment, computers, supplies, and furniture supplied by the school. If an item needs maintenance or repair, report it to the Principal. If a teacher learns that a student has damaged school property or equipment, or if a teacher is responsible for damage to school property, the teacher must promptly report it 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.

#### **Section 6 Video Surveillance**

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

### **Section 7 Recording of Others**

To ensure the privacy and confidentiality of student information, no person (including a teacher) is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted, (2) by authorized staff for purposes of child welfare (for example, to record images of injuries to students caused or believed to be caused by another person), or (3) the Principal or Principal's designee. This prohibition applies to all persons, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

### **Section 8 Copyright and Fair Use Policy**

It is the District's policy to follow the federal copyright law. Teachers are reminded that, when using school equipment and when performing school duties, 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.

## **Article 8 – STATE AND FEDERAL PROGRAMS**

### **Section 1 Notice of Nondiscrimination**

The School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected category in admission or access to, or treatment of employment, in its programs and activities. The Coordinators listed in Section 2 have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination.

Complaint and grievance procedures are provided for by the District and set forth in the Board of Education Policy. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints are to be filed with the regional Department of Education, Office for Civil Rights where the complaint relates to Title IX (discrimination, harassment or lack of equity based on gender), Title VI (discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, or national origin) or Section 504 (discrimination, harassment, or failure to accommodate a disability). Complaints are to be filed with the regional U.S. Equal Employment Opportunity Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, gender, national origin, or religion), the Americans with

Disabilities Act (discrimination, harassment or failure to accommodate a disability), or the Age Discrimination in Employment Act (discrimination based on age). The contact information for the OCR and the EEOC in this regard are:

Office for Civil Rights in the U.S. Department of Education (OCR)  
 One Petticoat Lane  
 1010 Walnut Street, 3rd Floor, Suite 320  
 Kansas City, Missouri 64106  
 (816) 268-0550; Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

The U.S. Equal Employment Opportunity Commission (EEOC)  
 Gateway Tower II  
 400 State Avenue, Suite 905  
 Kansas City, KS 66101  
 (800) 669-4000; TTY: (800) 669-6820; Fax (913) 551-6957

**Section 2 Designation of Coordinators**

Any person having inquiries concerning the District’s compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies, or programs. The contact address for the coordinator is: PO Box 340, 212 S. 3<sup>rd</sup> Street, Homer, NE 68030, 402-698-2377 Ext. 104.

Law, Policy, or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, or national origin; harassment	Superintendent
Title IX	Discrimination or harassment based on sex; gender equity	Superintendent
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment, or reasonable accommodations of persons with disabilities	Superintendent
Homeless student laws	Children who are homeless	Superintendent
Safe and Drug Free Schools and Communities	Safe and drug free schools	Superintendent

**Section 3 Confidentiality of Student Records (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) gives parents and family members 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.

**RECEIPT OF 2025-2026 TEACHER HANDBOOK  
OF Homer Community SCHOOLS**

This signed receipt acknowledges receipt of the 2025-2026 Teacher Handbook. This receipt acknowledges that it is understood that I will read and be familiar with the handbook, I will familiarize myself with Board Policies, and that I understand that the District's policies include specific complaint and grievance procedures that must be used for reporting harassment or discrimination.

Date: \_\_\_\_\_

\_\_\_\_\_  
Teacher's Signature

August 8, 2025

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 2027 - 2028 contract year.

Please direct your response to the undersigned.

Sincerely,

A handwritten signature in black ink, appearing to read 'David Dziurawiec', with a long, thin horizontal line extending to the right.

David Dziurawiec  
Chief Negotiator  
Homer Education Association

**RESOLUTION OF THE BOARD OF EDUCATION TO INCREASE  
THE BASE GROWTH PERCENTAGE TO DETERMINE  
ITS PROPERTY TAX REQUEST AUTHORITY**

WHEREAS, the Board of Education (“Board”) for **Dakota County School District 22-0031**, commonly known as **Homer Community Schools** (the “School District”); and,

WHEREAS, the Nebraska Legislature enacted several measures 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, the funding needed for the School District to meet its obligations to its students will require an increase in the base growth percentage used to determine the School District’s property tax request authority under Nebraska State Statute 79-3403; and

WHEREAS, Nebraska law authorizes the Board, upon affirmative vote of at least seventy percent (70%) of the Board, to increase such base growth percentage by up to 7 percent (7%).

BE IT THEREFORE RESOLVED that, pursuant to Nebraska State Statute 79-2405(2), the Board hereby increases the base growth percentage used to determine its property tax request authority for the 2025-2026 budget in an amount of 7%.

Said Resolution was adopted by the Board of Education by a vote of     to     on the 11<sup>th</sup> day of August, 2025.

\_\_\_\_\_  
President of the Board

ATTEST:

\_\_\_\_\_  
Secretary of the Board

## TITLE IX REPORTING FORM

The Board declares it to be the policy of this district to provide a safe, positive learning and working environment that is free from bullying, hazing, dating violence, sexual harassment and other discrimination, and retaliation. If you have experienced, or if you have knowledge of, any such actions, we encourage you to complete this form. The Title IX Coordinator will be happy to support you by answering any questions about the report form, reviewing the report form for completion and assisting as necessary with completion of the report. The Title IX Coordinator's contact information is:

Position: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

### **Retaliation Prohibited**

The district, its employees and others are prohibited from intimidating, threatening, coercing, or discriminating against you for filing this report. Please contact the Title IX Coordinator immediately if you believe retaliation has occurred.

### **Confidentiality**

Confidentiality of all parties, witnesses, the allegations and the filing of a report shall be handled in accordance with applicable law, regulations, Board policy, procedures, and the district's legal and investigative obligations. The school will take all reasonable steps to investigate and respond to the report, consistent with a request for confidentiality as long as doing so does not preclude the school from responding effectively to the report. If you have any questions regarding how the information contained in this report may be used, please discuss them with the Title IX Coordinator prior to filing the report. Once this report is filed, the district has an obligation to investigate the information provided.

*Note: For purposes of Title IX ~~sexual harassment~~ nondiscrimination, this Report Form serves initially as an informal report, not a formal complaint of sexual harassment under Title IX.*

**I. Information About the Person Making This Report:**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

School Building: \_\_\_\_\_

I am a:

Student     Parent/Guardian     Employee     Volunteer     Visitor

Other \_\_\_\_\_ (please explain relationship to the district)

If you are not the victim of the reported conduct, please identify the alleged victim:

Name: \_\_\_\_\_

The alleged victim is:  Your Child     Another Student     A District Employee

Other: \_\_\_\_\_ (please explain relationship to the alleged victim)

**II. Information About the Person(s) You Believe is/are Responsible for the Bullying, Hazing, Harassing or Other Discrimination You are Reporting**

Please record the name(s) of the individual(s) you believe to be responsible for the conduct you are reporting.

Name(s):

**The reported individual(s) is/are:**

Student(s)     Employee(s)

Other \_\_\_\_\_ (please explain relationship to the district)

### **III. Description of the Conduct You are Reporting**

In your own words, please do your best to describe the conduct you are reporting as clearly as possible. Please attach additional pages if necessary:

When did the reported conduct occur? (Please provide the specific date(s) and time(s) if possible):

Where did the reported conduct take place?

Please provide the name(s) of any person(s) who was/were present, even if for only part of the time.

Please provide the name(s) of any other person(s) that may have knowledge or related information surrounding the reported conduct.

Have you reported this conduct to any other individual prior to giving this report?

Yes       No

If yes, who did you tell about it?

If you are the victim of the reported conduct, how has this affected you?

I affirm that the information reported above is true to the best of my knowledge, information and belief.

\_\_\_\_\_  
Signature of Person Making the Report

\_\_\_\_\_  
Date

\_\_\_\_\_  
Received By

\_\_\_\_\_  
Date

**FOR OFFICIAL USE ONLY**

*This section is to be completed by the Title IX Coordinator based on reviewing the report with the complainant or other individual making the report.*

*The purpose of this form is to assist the Title IX Coordinator in gathering information necessary to properly assess the circumstances surrounding the reported conduct to determine if the allegations fall under the definition of Title IX sexual ~~harassment~~discrimination or if the matter merits review and action under other Board policies. The Title IX Coordinator shall gather as much information as possible in cases of incomplete or anonymous reports to assess the report.*

*Upon receipt of the report, The Title IX Coordinator shall promptly contact the complainant regarding the report to gather additional information as necessary, and to discuss the availability of supportive measures as described in Policy 504.24. The Title IX Coordinator shall consider the complainant’s wishes with respect to supportive measures.*

**I. Reporter Information:**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

School Building: \_\_\_\_\_

Reporter is a:

- Student     Parent/Guardian     Employee     Volunteer     Visitor
- Other \_\_\_\_\_(please explain relationship to the district)

If the reporter is not the victim of the reported conduct, please identify the alleged victim:

Name: \_\_\_\_\_

The alleged victim is:    Reporter’s Child     Another Student     Another Employee

Other: \_\_\_\_\_(please explain relationship to the alleged victim)

## II. Respondent Information

Please state the name(s) of the individual(s) believed to have conducted the reported violation:

Name(s):

**The reported respondent(s) is/are:**

- Student(s)       Employee(s)
- Other \_\_\_\_\_ (please explain relationship to the district)

## III. Level of Report:

- Informal       Formal (see additional information below on Title IX formal complaints)

## IV. Type of Report:

- Title IX Sexual Harassment       Discrimination       Retaliation       Bullying
- Hazing       Dating Violence       Other \_\_\_\_\_

**Nature of the Report (check all that apply):**

- |  |   |
|--|---|
| <input type="checkbox"/> Race                | <input type="checkbox"/> Age                          |
| <input type="checkbox"/> Color               | <input type="checkbox"/> Creed                        |
| <input type="checkbox"/> Religion            | <input type="checkbox"/> Sex                          |
| <input type="checkbox"/> Sexual Orientation  | <input type="checkbox"/> Sexual Harassment (Title IX) |
| <input type="checkbox"/> National Origin     | <input type="checkbox"/> Ancestry                     |
| <input type="checkbox"/> Marital Status      | <input type="checkbox"/> Pregnancy                    |
| <input type="checkbox"/> Handicap/Disability | <input type="checkbox"/> Bullying                     |
| <input type="checkbox"/> Hazing              | <input type="checkbox"/> Dating Violence              |

## V. Reported Conduct

Describe the reported conduct below, including specific actions, dates, times, locations and any other details necessary to properly assess the reported incident(s).

How often did the conduct occur?

Is it being repeated?       Yes       No

Do the circumstances involve a student identified as a student with a disability under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act?

No.

Yes, please identify the student with a disability and contact the Director of Special Education.

Special Education Director was contacted: \_\_\_\_\_

How has the conduct affected the alleged victim's ability to fully participate in the school's academic, programs, activities or school employment?

What is the alleged victim's relationship with the alleged respondent?

Insert names, descriptions, and/or contact information of individuals believed to have observed the conduct or who otherwise may have knowledge of the conduct and/or related circumstances.

Additional observations or evidence including pictures, texts, emails, video or other information submitted to the Title IX Coordinator.

## **VI. Safety Concerns**

Are there safety concerns that may require Emergency Removal of or Administrative Leave for a respondent? (This requires an individualized safety and risk analysis as to whether there is an immediate threat to the physical health or safety of a student or other individual.)

No.

Yes, please describe:

**VII. Other Reports**

Has the conduct been reported to the police or any other agency?

No

Yes      Date reported: \_\_\_\_\_ Agency: \_\_\_\_\_

**VIII. Identification of Policies Implicated by Reported Conduct**

Check all that apply:

- Policy 103.00 Equal Educational Opportunity
- Policy 501.00 Equal Opportunity
- Policy 504.14 Hazing and Initiation
- Policy 504.18 Harassment ~~(Students)~~
- Policy 504.24 Title IX ~~Sexual Harassment~~ Nondiscrimination
- Policy 504.20 Bullying
- Policy 504.21 Dating Violence
- Other \_\_\_\_\_

To meet the definition of Title IX sexual harassmentdiscrimination, the conduct must have taken place during a district education program or activity involving a person in the United States. An **education program or activity** includes the locations, events or circumstances over which the district exercises substantial control over both the respondent and the context in which the sexual harassmentdiscrimination occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.

Did the incident occur during a during a school program or activity involving a person in the United States?

Yes

No

To meet the definition of Title IX sexual harassmentdiscrimination, the conduct needs to satisfy one or more of the following (please check all that apply):

A district employee conditioning the provision of an aid, benefit, or district service on an individual's participation in unwelcome sexual conduct, commonly referred to as quid pro quo sexual harassmentdiscrimination.

Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to a district education program or activity.

Sexual assault, dating violence, domestic violence or stalking.

**Dating violence** means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:

- Length of relationship.
- Type of relationship.
- Frequency of interaction between the persons involved in the relationship.

**Domestic violence** includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

**Sexual assault** means a sexual offense under a state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

**Stalking** means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:

1. Fear for their safety or the safety of others.
2. Suffer substantial emotional distress.

## IX. Recommended Course of Action

After consultation with the complainant and consideration of the reported information, the Title IX Coordinator directs the report to proceed under the provisions of (check all that apply):

- No further action at this time. Reason:
- Policy 103.00 Equal Educational Opportunity
- Policy 501.00 Equal Opportunity
- Policy 504.14 Hazing and Initiation
- Policy 504.18 Harassment (~~Students~~)
- Policy 504.24 Title IX ~~Sexual Harassment~~ Nondiscrimination
- Policy 504.20 Bullying
- Policy 504.21 Dating Violence
- Other \_\_\_\_\_

## X. Title IX Information to Complainant

What supportive measures were discussed with the complainant, and what were the complainant's wishes with respect to supportive measures?

Upon designating a course of action under Title IX sexual ~~harassment~~discrimination, the Title IX Coordinator will promptly:

1. Explain to the complainant the process for filing a formal complaint.
2. Inform the complainant of the continued availability of supportive measures with or without the filing of a formal complaint.
3. The Title IX Coordinator shall contact a student complainant's parents/guardians and provide them with information regarding the report and Title IX sexual ~~harassment~~discrimination procedures and grievance process for formal complaints.

If the complainant/reporter, school staff or others with professional knowledge relating to the complainant's health and well-being indicate that notifying the parents/guardians could cause serious harm to the health or well-being of the complainant or other person(s), the Title IX Coordinator will determine, in consultation with such individuals and upon advice of legal counsel, whether to withhold or delay notification of the report from the complainant's parents/guardians.

4. Determine what supportive measures may be offered to the respondent.
5. Determine whether the complainant wishes this report to be treated as a formal complaint.

**XI. Title IX Coordinator Signature**

I recommend the above course of action based on my consultation with the complainant and the information available at this time.

Title IX Coordinator: \_\_\_\_\_

Date: \_\_\_\_\_

**XII. Title IX Formal Complaint Action**

The Title IX Coordinator shall have the complainant check the appropriate box and sign and date below to indicate whether or not the complainant wishes to have this form serve as a formal complaint pursuant to Title IX.

I would like my report to be treated as a formal complaint pursuant to Title IX.

Yes

No

Complainant's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

If the complainant does not wish this report to be treated as a formal complaint pursuant to Title IX, the Title IX Coordinator must assess whether actions limited to supportive measures are a sufficient response to alleged behavior, or whether a formal complaint process is necessary to investigate and address the situation adequately. For example, if disciplinary action would be warranted if allegations are true, if the respondent is an employee, or if further investigation is needed to assess the extent of the behavior and impact on others, it may be clearly unreasonable not to initiate the formal complaint process. The Title IX Coordinator may consult with the school solicitor and other district officials in making this decision.

As Title IX Coordinator, I have determined that, notwithstanding the complainant's preference, it is necessary to proceed with the Title IX Sexual ~~Harassment~~Discrimination Formal Complaint for the following reasons:

Therefore, I am signing this form for the purpose of serving as the formal complaint initiating that process:

Title IX Coordinator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## PARENTAL AND FAMILY INVOLVEMENT IN THE SCHOOLS

It is the policy of the District to provide full access to the ~~parent~~parents, guardians and ~~family members~~educational decisionmakers of ~~any student~~students of the district to review:

1. textbooks;
2. tests, ~~curriculum and instructional materials;~~
3. their students' records ~~of a student of any such parent,~~ unless otherwise prohibited by law;
4. activities information;
5. digital materials, websites or applications used for learning;
6. training materials for teachers, administrators, and staff;
7. procedures for the review and ~~to~~approval of training materials, learning materials, and activities;
8. other curriculum materials used in the school district; and
- 4-9. 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.

The District will provide guidelines in the student handbook regarding how the District will provide access to parents, guardians, or educational decisionmakers other than by specific request for the information above, how it will provide access to records of students, and about the school district's testing policy.

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

It is the policy of the District to provide as consistent an experience as possible in all classroom instruction, testing, surveys, and other school experiences. It is the policy of the District not to excuse students from classroom instruction, testing, and other school experiences unless an objection is submitted to the building principal or teacher outlining the specific experience, the basis for the objection and a proposed solution for dealing with the objection that would be satisfactory to the parent and family members. See Policy 605.05 Religious-Based Exclusion from a School Program.

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

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

It is the policy of the District to notify parents, guardians and ~~family members~~ educational decisionmakers of students electronically or by mail at least fifteen days prior to the administration of any survey which may be scheduled that includes:

1. sexual information, mental health information, medical information, information on health-risk behaviors, religious information, information of political affiliation, or any other information that the school board deems to be sensitive in nature; or
2. a non-anonymous survey requesting students provide information relating to drug, vape, alcohol, or tobacco use.

Such notice shall describe the nature and to conduct types of questions included in the survey, the purposes and age-appropriateness of the survey, how information collected by the survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results of such survey will be disclosed. Such surveys will be judiciously conducted, with full consideration of the fact that parents and family members may find items of the survey objectionable.

Parents, guardians, and educational decisionmakers have the right to request that a copy of the survey be sent through the school's electronic notification system or physical mail to the address on file for the student, review the survey in person at the school, and exempt their child from participating in the survey.

Unless required by federal or state law or regulation, school personnel administering any such survey shall not disclose personally identifiable information of a child. No survey requesting sexual information of a student shall be administered to any student in kindergarten through grade six.

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

1. The District will involve parents and family members in the development of the Title I plan, the process for school review of the plan and the process for improvement;

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

2. The District will provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental and family involvement activities to improve student academic achievement and school performance;

3. The District will build the schools' and parents' and family members' capacity for strong parental and family involvement;
4. The District will coordinate and integrate parental and family involvement strategies under Title I with other programs such as Head Start, Reading First, etc.;
5. The District will conduct with the involvement of parents and family members, an annual evaluation of the content and effectiveness of the parental and family involvement policy in improving the academic quality of the school served including identifying barriers to greater participation by parents and family members in Title I activities (with particular attention to parents and families who have low income, Limited English Proficient (LEP), minorities, disabilities and low literacy) and use the findings of the evaluation to design strategies for more effective parental and family involvement and to revise, as necessary, the parental and family involvement policies; and
6. The District will involve parents and family members in Title I activities.

The parent and family members or guardian of a student may have access to that student's records during normal business hours of the district according to Policy 507.01 Student Records Access. Nothing in this policy shall require the violation of student privacy statutes as referenced below.

This policy shall be adopted annually following a public hearing to receive public comments and suggestions.

Legal Reference: Neb. Statute 79-530 to 533  
Every Student Succeeds Act, (ESSA), 20 U.S.C. §1000 et. seq.  
Family Educational Rights and Privacy Act (FERPA) of 1974, as  
amended, 20 U.S.C. 1232g,  
Protection of Pupil Rights Amendment of 1978, 20 U.S.C.  
Children's Online Privacy Protection Act (COPPA) of 1998, 15  
U.S.C. 6501 et seq.  
Children's Internet Protection Act (CIPA), 47 C.F.R. 54.520

Cross Reference: 507.01 Student Records Access  
605.05 Religious-Based Exclusion from a School Program  
606.03 Objection to Instructional Materials  
610.01 Test or Assessment Selection  
610.02 Test or Assessment Administration  
611.01 Student Progress Reports  
611.04 Parent Conferences  
1002. District Annual Report  
1005.01 Public Complaints

PUBLIC EXAMINATION OF SCHOOL DISTRICT RECORDS

Public records of the school district may be viewed by the public during the regular business hours of the administration offices of the school district. These hours are 9:00 a.m. to 4:00 p.m. Monday through Friday, except for holidays and recesses.

Records defined by law as confidential records shall be viewed or copied upon receipt of written permission by the administration office from the person or entity whose confidential records are being requested. Lacking such permission, the superintendent will issue a written denial of the request.

Persons wishing to view the school district's public records shall contact the central administration office and make arrangements for the viewing. The office personnel will make arrangements for viewing the records as soon as practicable, and within 4 business days if possible.

Persons Nebraska residents wanting copies shall submit a written request and may be assessed a fee for the copies not to exceed the actual costs. If responding to the estimated request is expected to cost ~~of the records exceeds~~ more than \$50.00 or require more than eight cumulative hours of searching, identifying, physically redacting, or copying, the office ~~will~~ may obtain an advance deposit equal to the estimated cost. Records will not be made available in any form in which that record is not already maintained or produced. Persons making requests to use their own copying equipment must make arrangements satisfactory to the administration office.

Nonresidents shall submit a written request and may be charged fees including public employee salaries and attorneys' fees as allowed by state law.

It shall be the responsibility of the administration office to maintain accurate and current records of the school district. It shall be the responsibility of the office to respond in a timely manner to requests for viewing and receiving public information of the school district. If the office is unable to provide the requested records within 4 business days, the secretary will issue a written explanation with a revised date for completion, an estimate of cost, and allow the requester to modify or prioritize the information request.

Legal Reference: Nebraska Statutes 84-712.0 et seq.

Cross Reference: 507.01 Student Records Access

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

## ANNUAL EMERGENCY SAFETY PLAN

All employees have the responsibility for maintaining safe, ~~healthful~~healthy and sanitary conditions within the buildings and on the grounds of the school district. The Superintendent shall designate staff and develop procedures to ~~insure~~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
	<u>Neb. Statute 79-3101 et seq.</u>
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

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

## FISCAL MANAGEMENT INTERNAL CONTROLS

The District will develop the necessary procedures to comply with the following fiscal management internal controls relating to oversight of all federal and state grant programs, awards or funds.

The District will meet the following requirements for internal controls in accordance with 2 CFR 200.303 for all such funds:

- 1) Establish and maintain effective internal control over the federal award that provides reasonable assurance that the District is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should align with the guidance in “Standards for Internal Control in the Federal Government” issued by the Comptroller General of the United States or the “Internal Control Integrated Framework”, issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO);
- 2) Comply with the U.S. Constitution, federal statutes, regulations, and the terms and conditions of the federal awards;
- 3) Evaluate and monitor the District’s compliance with statutes, regulations and the terms and conditions of federal awards;
- 4) Take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; and
- 5) Take reasonable cybersecurity and other measures to safeguard protected personally identifiable information and other information the federal awarding agency or pass-through entity designates as sensitive or the District considers sensitive consistent with applicable federal, state, local, and tribal laws regarding privacy and responsibility over confidentiality.

Equipment Management Requirements: The District will manage equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until the District disposes of that equipment, to meet the following requirements of 2 CFR 200.313 and 2 CFR 200.33:

- 1) Maintain property records procedure and policies (include description, serial number or other identification number, source of funding, acquisition date, etc.);
- 2) Develop and maintain a physical inventory procedure to occur a minimum of every 2 years;
- 3) Apply a control system procedure to ensure adequate safeguards are in place to prevent property loss or damage;
- 4) Develop and implement adequate maintenance procedures for such equipment; and

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- ~~5)–Develop and implement sales procedures for such equipment; and~~

- 6)5) ~~Develop and implement~~ disposition procedures for such equipment- to ensure the best return. See Policy 717.00 Disposal of Property Under Federal Grants for disposition requirements.

Procurement: The District will use its own documented procurement procedures which reflect applicable State, local, and tribal laws and regulations, provided that the procurements conform to applicable federal law and the standards identified below from 2 CFR 200.320;

- 1) A procedure for micro-purchases (Under 10,000);
- 2) A procedure for small purchases (10,000 to 250,000);
- 3) A procedure for sealed bids (using Lowest Bidder for over 250,000);
- 4) A procedure for competitive proposals (including showing why ~~not~~ sealed bids were not ~~used~~ accepted for over 250,000); and
- 5) A procedure for noncompetitive bids (when sole sourced, must prove only source).

All contracts involving federal and state grant programs, awards or funds shall contain the following provisions:

1. An assurance that minority business, women's business enterprises, and labor surplus area firms are used when possible. [2 CFR 200.321]
2. An Anti-Lobbying clause for all contracts and for those contracts exceeding \$100,000 a requirement that bidders submit an Anti-Lobbying Certification. [2 CFR 200, Appendix II(I)]
3. A Suspension and Debarment clause for contracts of any value. [2 CFR 200, Appendix II(H)]
4. A clause to address termination for cause and for convenience, including the manner by which it will be affected and the basis for settlement if the contract amount exceeds \$10,000. [2 CFR 200, Appendix II(B)]
5. A clause to address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms if the contract amount exceeds \$250,000, and to provide for sanctions and penalties. [2 CFR 200, Appendix II(A)]
6. Clauses addressing the Clean Air Act and the Federal Water Pollution Control Act if the contract amount exceeds \$150,000. [2 CFR 200, Appendix II(G)]
7. A provision to maintain contract oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. [2 CFR 200.318(b)]
8. Written standards of conduct covering conflicts of interest and governing the actions of the employees engaged in the selection, award and administration of contracts. [2 CFR 200.318(c)(1)]

9. A requirement to keep records sufficient to detail the history of the procurement, including, but not limited to, records documenting the rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price. [2 CFR 200.318(i)]

Record Retention: Financial records, supporting documents, statistical records, and all other non-federal entity records pertinent to a federal award must be retained for a period of three years from the date of submission of the final expenditure report or, for federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the federal awarding agency or pass-through entity in the case of a sub-recipient in accordance with 2 CFR 200.333. Other records will be retained for a period of time as required by law.

Suspension and Debarment: The District may not subcontract with or award subgrants in any federal assistance program to any person or company who is debarred or suspended and is required to check for excluded parties at the System for Award Management, SAM (formerly the Excluded Parties List System, EPLS) website before any procurement transaction in accordance with 2 CFR 200.213 and Policy 706.07 Suspension and Debarment.

Financial Management: The District must develop and maintain financial management systems to account for federal funds, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award. Such records must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations, and the terms and conditions of the federal award in accordance with 2 CFR 200.302. See also §200.450 Lobbying.

The financial management system of each non-federal entity must provide for the following;

- 1) A procedure for identification of all federal awards received and expended and the federal programs under which they were received;
- 2) A procedure for accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with reporting requirements
- 3) A procedure to maintain records that identify adequately the source and application of funds for federally funded activities.
- 4) A procedure for maintaining effective control over, and accountability for, all funds, property, and other assets.
- 5) A procedure for comparing District expenditures with budget amounts for each federal award.

- 6) A procedure to ensure payments of federal funds are made in accordance with 2 CFR 200.305.
- 7) A procedure for determining the allowability of costs in accordance with 2 CFR 200.305 Subpart E-Cost Principles and the term and conditions of the federal award.

Program Income: The District will follow the guidance of the federal awarding agency in how it uses, applies and accounts for all income received under those programs as listed below in accordance with 2 CFR 200.307;

- 1) *Deduction.* Ordinarily program income must be deducted from total allowable costs to determine the net allowable costs.
- 2) *Addition.* With prior approval of the federal awarding agency program income may be added to the federal award by the federal agency and the non-federal entity. The program income must be used for the purposes and under the conditions of the federal award.
- 3) *Cost sharing or matching.* With prior approval of the federal awarding agency, program income may be used to meet the cost sharing or matching requirement of the federal award. The amount of the federal award remains the same.

Cost Sharing or Matching: For all federal awards, any shared costs or matching funds and all contributions, including cash and third party in-kind contributions, must be accepted as part of the District's cost sharing or matching when such contributions meet all of the following criteria in accordance with 2 CFR 200.306 and a procedure must ensure these criteria are covered:

- 1) Are verifiable from the District's records;
- 2) Are not included as contributions for any other federal award;
- 3) Are necessary and reasonable for accomplishment of project or program objectives;
- 4) Are allowable under 2 CFR 200.305 Subpart E—Cost Principles;
- 5) Are not paid by the federal government under another federal award, except where the federal statute authorizing a program specifically provides that federal funds made available for such program can be applied to matching or cost sharing requirements of other federal programs;
- 6) Are provided for in the approved budget when required by the federal awarding agency; and
- 7) Conform to other provisions of the law, as applicable in the terms and conditions of the federal award.

Construction Project Funds: The contractor will meet local prevailing wages and fringe benefits under the Davis-Bacon Act (40 USC 3141) for construction, alteration, or repair of public buildings or public works under federal government contracts. In accordance with 2 CFR 200.326, the contractor will meet federal bonding policy and requirements for construction or facility improvement contracts

Unexpected or Extraordinary Circumstances: For all federal awards, If the District does not currently have in place a policy that addresses extraordinary circumstances such as those caused by COVID-19, the District may later amend or create a policy in order to put emergency contingencies in place for federal and non-federal similarly situated employees in accordance with 2 CFR 200 et seq. If the conditions exist for charges to be made to the federal grant, charges may also be made to any non-federal sources that are used by the District in order to meet a matching requirement. The District may develop a procedure to ensure that federal expenditures during the unexpected or extraordinary circumstance are allowable.

Compensation for personal services: (a) *General.* Compensation for personal services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including but not necessarily limited to wages, salaries, and fringe benefits in accordance with 2 CFR 200.430 and .431. Costs of compensation are allowable to the extent that they satisfy the following requirements;

- 1) Is reasonable for the services rendered and conforms to the established written policy and procedures of the District consistently applied to both federal and non-federal activities;

Compensation and fringe benefits:

(a) Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages. Fringe benefits in accordance with 2 CFR 200.431 include, but are not limited to, the costs of leave (vacation, family-related, sick or military), employee insurance, pensions, and unemployment benefit plans. Except as provided elsewhere in these principles, the costs of fringe benefits are allowable provided that the benefits are reasonable and are required by law, District employee agreement, or an established policy of the District.

(b) *Leave.* The cost of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

- 1) They are provided under established written leave policies;

Standards for Documentation of Personnel Expenses: (1) Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed in accordance with 2 CFR 200.430. These records must:

- (i) Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- (ii) Be incorporated into the official records of the District;
- (iii) Reasonably reflect the total activity for which the employee is compensated by the non-federal entity, not exceeding 100% of compensated activities;

- (iv) Encompass both federally assisted and all other activities compensated by the District on an integrated basis, but may include the use of subsidiary records as defined in the District's written policy;
- (v) Comply with the established accounting policies and practices of the District; and
- (vi) Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one federal award; a federal award and non-federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.
- (vii) Budget estimates do not qualify as support for charges to federal awards, but may be used for interim accounting purposes, provided that:
  - (A) The system for establishing the estimates produces reasonable approximations of the activity actually performed;
  - (B) Significant changes in the corresponding work activity (as defined by the District's written policies) are identified and entered into the records in a timely manner. Short term (such as one or two months) fluctuation between workload categories need not be considered as long as the distribution of salaries and wages is reasonable over the longer term; and
  - (C) The District's system of internal controls includes processes to review after-the-fact interim charges made to a federal award based on budget estimates. All necessary adjustment must be made such that the final amount charged to the federal award is accurate, allowable, and properly allocated.

(2) In accordance with Department of Labor regulations implementing the Fair Labor Standards Act (FLSA) (29 CFR part 516), charges for the salaries and wages of nonexempt employees, in addition to the supporting documentation described in this section, must also be supported by records indicating the total number of hours worked each day.

Travel: Travel costs include the transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the district or contractor in accordance with 2 CFR 200.475. These costs may be charged on an actual cost basis, on a per diem or mileage basis, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip. The method used must be consistent with those normally allowed in like circumstances in other activities and in accordance with the district's established written policies and contracts. Notwithstanding the provisions of 200.444, travel costs of officials covered by that section are allowable with the prior written approval of the district when they are specifically related to the federal award.

Conflict of Interest: No employee, officer, agent, or board member with a real or apparent conflict of interest may participate in the selection, award, or administration of a contract supported by the federal funds, grants, or awards and the district must maintain written standards covering conflicts of interest. Any potential conflict of interest must be

disclosed in accordance with 2 CFR 200.112 and 200.318. A conflict of interest includes when the employee, officer, agent, or board member, any member of their immediate family, their partner, or an organization that employs or is about to employ any of those parties has a financial or other interest in or a tangible personal benefit from an entity considered for a contract. An employee, officer, agent, and board member of the district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors except in situations under the district's written policies where the financial interest is not substantial or a gift is an unsolicited item of nominal value. The district's conflict of interest standards must also provide for disciplinary actions to be applied for violations by its employees, officers, agents, or board members.

## DISPOSAL OF PROPERTY UNDER FEDERAL GRANTS

### Management of Inventory

Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a Federal award, until disposition takes place will, as a minimum, meet the following requirements:

- (1) Property records must be maintained that include a description of the property, a serial number or other identification number, the source of funding for the property including the Federal Award Identification Number (FAIN), who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the project costs for the Federal award under which the property was acquired, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.
- (2) A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
- (3) A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
- (4) Adequate maintenance procedures must be developed to keep the property in good condition.
- (5) If the district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

### Disposition

When original or replacement equipment acquired under a Federal award is no longer needed for the original project or program or for other activities currently or previously supported by a Federal awarding agency, except as otherwise provided in Federal statutes, regulations, or Federal awarding agency disposition instructions, the district must request disposition instructions from the Federal awarding agency if required by the terms and conditions of the Federal award. Disposition of the equipment will be made as follows, in accordance with Federal awarding agency disposition instructions:

- (1) Items of equipment with a current per unit fair market value of ~~\$5~~10,000 or less may be retained, sold or otherwise disposed of with no further obligation to the Federal awarding agency.
- (2) Except as provided in 2CFR 200.312 Federally-owned and exempt property, paragraph (b), or if the Federal awarding agency fails to provide requested disposition instructions within 120 days, items of equipment with a current per-unit fair-market value in excess of ~~\$5~~10,000 may be retained by the district or sold. The Federal awarding agency is entitled to an amount calculated by multiplying the current market value or proceeds from sale by the Federal awarding agency's percentage of participation in the cost of the original purchase. If the equipment is sold, the Federal awarding agency may permit the district to deduct and retain from the Federal share \$500 or ten percent of the proceeds, whichever is less, for its selling and handling expenses.
- (3) The district may transfer title to the property to the Federal Government or to an

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eligible third party provided that, in such cases, the district must be entitled to compensation for its attributable percentage of the current fair market value of the property.

(4) In cases where a district fails to take appropriate disposition actions, the Federal awarding agency may direct the district to take disposition actions.

Legal Reference: 2 C.F.R. §§ 200 et seq.  
NDE State and Federal Grant Management Rqmnts and Guidance

Cross Reference: 904.02 Lease, Sale or Disposal of School District Property

## BUDGET PLANNING, PREPARATION AND SCHEDULES

Prior to certification of the budget, the board will review the projected revenues and expenditures for the school district and make adjustments where necessary to carry out the education program within the revenues projected.

A budget for the school district shall be prepared annually for the board's review. The budget shall include all items called for in the following: budget adoption process policy 702.03.

- ~~the amount of revenues from sources other than taxation;~~
- ~~the amount of revenues to be raised by taxation;~~
- ~~an itemization of the amount to be spent in each fund; and,~~
- ~~a comparison of the amount spent and revenue received in each fund for like purposes in the immediately preceding fiscal year.~~

It shall be the responsibility of the superintendent to prepare the budget for review by the board and place it on file with the district prior to publication of the budget hearing notice.

The board shall adopt and certify a budget for the operation of the school district to the county assessor by September ~~2030~~. It shall be the responsibility of the ~~board secretary~~ superintendent to file the adopted and certified budget with the county ~~auditor~~ levying board and ~~other proper authorities~~ county clerk.

The board may amend the budget for the fiscal year in the event of unforeseen circumstances or correct a clerical, mathematical or accounting error. The board shall follow the procedures for public review and adoption of an amended or corrected budget as outlined by statute.

The board will review the financial condition of the district monthly, and shall require the superintendent to prepare a monthly reconciliation statement. This statement will show the amount expended during the month, total (to date) for the fiscal year, receipts and remaining balances in each fund. This statement will be used as a guide for projected purchasing and as a guide for budget transfers.

During the budget year, the superintendent may transfer any unencumbered balance or portion thereof from the expenditure authorization of one (1) account to another, subject to limitations provided by state laws and approval by the Board.

Legal Reference: Neb. Statute 13-501 et seq.  
79-1083 et seq.

Cross Reference: 204.03 Public Hearings  
704 Accounting System  
705 Revenue  
706 Expenditures

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## 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.

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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## 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.

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### 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 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>.

## GRADUATION REQUIREMENTS

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

It shall be the responsibility of the superintendent to ensure that students complete grades one through twelve and that high school students complete [200; other] credits prior to graduation. The following credits will be required:

Language Arts	40 credit hours
Science	30 credit hours
Mathematics	30 credit hours
Social Studies	30 credit hours
Physical Education	10 credit hours
<del>Financial Literacy</del>	<del>5 credit hours</del>
Total Required Hours	<del>145</del> <u>110</u> credit hours
Total Elective Hours	<del>55</del> <u>90</u> credit hours

Total Required Hours for Graduation            200 credit hours

~~Electives — 90 credits in 2023-2024)~~

Total Course Credits - \_\_\_\_\_ (State of NE requires 200 – 80% must be core – Rule 10)

Each student must complete at least one five-credit course in financial literacy or personal finance prior to graduation. The required courses of study will be reviewed by the board annually.

Each student shall complete and submit a Free Application for Federal Student Aid (FAFSA) prior to graduating unless the required opt-out form is submitted by either: (1) the parent or legal guardian; (2) the Principal, if the Principal determines good cause exists for not requiring the student to complete the FAFSA; or (3) an emancipated student or a student of at least 19 years of age.

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

### IDEA Considerations

Graduating with a regular high school diploma or reaching the maximum age of eligibility both result in termination of a student's eligibility for Special Education (IDEA) services. Procedurally, the student's Individualized Education Program (IEP)

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team must meet to review the student's status and issue the appropriate coding for the student, specifically 210 or 211 as described in the ADVISER Data Elements Manual, a reasonable time before the student's eligibility is terminated. These meetings may be held via the telephone or through a virtual platform (e.g. Zoom, Google, etc.) and should include the student (if possible). The school district must also provide the student with a summary of performance prior to graduation or ending services because of age. Some

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IEP teams may have already provided a Notice of Graduation or Notice of Ending Services Due to Age to certain students. As this is an issue of IDEA eligibility, the Nebraska Department of Education recommends that school districts make every effort to complete these steps in a timely manner.

#### Requirements Related to American Civics (Nebraska Revised Statute 79-724)

The requirements within Nebraska Revised Statute 79-724 took effect on September 1, 2019, and the NDE considers 2019-2020 a transition year for implementation. Even so, opportunities may exist in an alternate learning environment to meet requirements within 79-724.

- If a district intends to administer the civics portion of the U.S. Citizenship and Immigration Service Naturalization Test, students are required to take the test twice - once prior to completing 8th grade and a second time prior to completing 12th grade. It may be possible for seniors to complete the second testing in an alternate learning environment. For example, the University of Nebraska High School is offering "Citizenship 101" for free (non-credit), and it prepares students to take the naturalization test at the completion.
- For districts that intend to have students attend/participate in a meeting of a public body OR complete a project/paper and class presentation as outlined in 79-724, those requirements may also be met in an alternate learning environment.

## STUDENT PROMOTION, RETENTION OR ACCELERATION

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, emotional stability, and social adjustment.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgement of the teachers and the principal, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after prior notification and explanation to the student's parents, but the final decision will rest with school authorities.

When it becomes apparent a secondary student will be unable to meet the minimum credit requirements for the year, both the student and parents will be informed. Students who cannot demonstrate proficiency at their grade levels will also be considered for retention. Teachers must notify the principal of these students, make a recommendation to the principal concerning their promotion or retention, and hold a conference with parents.

~~The principal may require remediation at the parents' expense as a condition of promotion to the next grade level. [Such remediation may include, but shall not necessarily be limited to, a mandatory summer school program focused on the areas of deficiency or other such alternatives conducted by the district outside of the regular school day.]~~

~~The parents will be requested to indicate in writing their agreement or disagreement with the recommendation for retention. The final decision will rest with the school administration. Parents may request retention if they believe it to be in the best interest of their student. The principal will confer with the teachers and parents to determine appropriate action.~~

~~More than one retention during the elementary school years will receive special consideration and require the approval of the superintendent based on the recommendation of the principal, teacher and parent or guardian.~~

~~A student in kindergarten through fourth grade may be retained due to academic needs, illness, or excessive absenteeism. A student in fifth through twelfth grade may be retained due to excessive absenteeism.~~

~~Excessive absenteeism means that the student was absent fifty percent or more of the school year and includes excused absences, unexcused absences, and absences due to suspension or expulsion. Absences due to approved school-related activities, such as field trips, competitions, athletic events, and testing, are not included. Illness means that the student experienced a severe mental or physical illness resulting in hospitalization of two or more weeks during the school year.~~

~~A parent or guardian wishing to request their student repeat a grade shall meet with the superintendent or designee to discuss having the student repeat a grade. The parent or~~

guardian shall provide evidence of academic needs, illness, or excessive absenteeism that would justify the student repeating the grade. At the meeting, the superintendent shall identify any alternative educational opportunities, including remedial instruction, if applicable, and verify any special education supports available to the student. If the parent or guardian still intends their student repeat a grade, they shall complete and submit the district's required form. If all other requirements of district policy and state statute are met, the district shall have the student repeat the grade for the next school year. The district shall file the form with the Nebraska Department of Education.

Students with exceptional talents may, with the permission of the principal and parents, take classes beyond their current grade level. Enrichment opportunities outside the school district may be allowed when they do not conflict with the school district's

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graduation requirements. Acceleration ahead in a grade level should be approached with caution and should only occur with the joint approval of the superintendent, the principal and the parent or guardian.

Legal Reference: Nebraska Statute 79-526

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## CLASSROOM ENVIRONMENT

Classrooms are expected to be maintained in a safe, orderly manner at all times in keeping with providing an appropriate, healthy learning environment. Any items for display or use in the classroom shall meet this criterion. The use of essential oils or essential oil diffusers will not be permitted in district facilities by students, staff or visitors.

All items on display in the classroom such as posters, pictures, banners, charts, signs or flags must be related to the curriculum. Items unrelated to the curriculum or that may cause a disruption to the learning environment are prohibited. Staff members are expected to request the building principal's approval for display of items that may not meet this standard.

The district will display or use the Gall-Peters projection map (or a similar cylindrical equal-area projection map) or the AuthaGraph projection map in classrooms, although other types of maps are allowed in addition to it.

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## RELIGIOUS-BASED EXCLUSION FROM A SCHOOL PROGRAM

Parents who wish to have their child excluded from a school program because of religious beliefs must inform the principal. The board authorizes the administration to allow the exclusion if it is not disruptive to the education program and it does not infringe on a compelling state or educational interest. Further, the exclusion must not interfere with other school district operations.

In notifying the principal, the parents shall abide by the following:

1. The notice shall be in writing;
2. The objection shall be based on religious beliefs;
3. The objection shall state which activities or studies violate their religious beliefs;
4. The objection shall state why these activities or studies violate their religious beliefs;  
and
5. The objection shall state a proposed alternate activity or study.

The principal shall have discretion to make this determination. The factors the principal shall consider when a student requests to be excluded from a program or activity because of religious beliefs include, but are not limited to, staff available to supervise a student who wishes to be excluded, space to house the student while the student is excluded, available principal-approved alternative course of study or activity while the student is excluded, number of students who wish to be excluded, whether allowing the exclusion places the school in a position of supporting a particular religion, and whether the program or activity is required for promotion to the next grade level or for graduation.

Students who are allowed to be excluded from a program or activity which violates their religious beliefs may be required to do an alternate supervised activity or study.

Cross Reference:      604    Instructional Curriculum  
                              607.02 School Ceremonies and Observances  
                              1005.03 Parental and Family Involvement in the Schools

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_



Cross Reference:           506    Student Activities  
                                  1003   Public Examination of District Records

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## STUDENT ACTIVITY ELIGIBILITY

Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and ~~ability~~abilities in the students during their school years and for their lifetime.

However, students who participate in extracurricular activities serve as ambassadors of the school district throughout the calendar year, whether away from school or at school. Students wanting to participate in school activities must meet the requirements set out by the school district for participation in the activity and must conduct themselves in accordance with student conduct policies. Violations of district policies may result in the loss of some or all extracurricular eligibility.

Student activity events must be approved by the superintendent unless they involve unusual travel expense, in which case the board also will take action. The events must not disrupt the education program or other school district operations.

Participation in interscholastic sports designated as male or female only shall be limited according to statutes. Eligibility requirements as published by the Nebraska School Activities Association (NSAA) shall be observed by all students. Participating students shall follow Policy 506.10 Student Physicals for Athletes. Additional eligibility requirements may be imposed by the school district at the board's discretion.

Such eligibility requirements shall include good citizenship, acceptable academic standing, parental permission and good health (sports only). All eligibility requirements shall be published in applicable student/parent handbooks.

~~*{The student must maintain satisfactory conduct, as determined by the building principal. (In any event, if the student is convicted of, or is found to have committed, a felony or a delinquent act which would have been a felony if committed by an adult, regardless of whether actual court judgment is withheld, the student should be disqualified from participation in interscholastic extracurricular activities.)}*~~

Any student who is sanctioned or is found by the school district or NSAA to be ineligible to participate in any extra curricular activity may appeal the sanction or finding in accordance with the student ~~due process policy~~conduct policy. Visitors attending these activities must follow Policy 1005.08 Public Conduct on School Premises.

It shall be the responsibility of the superintendent to implement this policy.

Legal Reference:                   20 U.S.C. Sect.1681-1683; 1685-1686 (1994).  
  34 C.F.R. Pt. 106.41 (1993)  
  Neb Statute 79-296  
  79-443

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

2025 Neb. Legislature LB89

Cross Reference:      502    Student Attendance  
                                 504    Student Rights and Responsibilities  
                                 505    Student Discipline  
506.10 Student Physicals for Athletes  
                                 508    Student Health and Well-Being  
1005.08 Public Conduct

## TITLE IX ~~SEXUAL HARASSMENT~~NONDISCRIMINATION PROCEDURES

The Board requires the following procedures to be followed for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited as ~~sexual harassment~~sex discrimination by Title IX. The Board directs the process to be published in accordance with all statutory and regulatory requirements.

### Definitions

The following definitions apply for Title IX policies and procedures:

“Actual knowledge:” notice of sexual harassment or allegations of ~~sexual harassment~~sex discrimination to the District’s Title IX Coordinator or any official of the District who has authority to institute corrective measures on behalf of the District, or to any employee of an elementary or secondary school.

“Education program or activity:” includes locations, events or circumstances over which the District exercised substantial control over both the individual who has been reported to be the perpetrator of conduct that could constitute ~~sexual harassment~~sex discrimination, and the context in which the ~~sexual harassment~~sex discrimination occurs.

“Complainant:” an individual who is alleged to be the victim of conduct that could constitute ~~sexual harassment~~sex discrimination.

“Respondent:” an individual who has been reported to be the perpetrator of conduct that could constitute ~~sexual harassment~~sex discrimination.

“Formal complaint:” a document filed by a Complainant or signed by the Title IX Coordinator alleging ~~sexual harassment~~sex discrimination against a Respondent and requesting that the District investigate the allegation of ~~sexual harassment~~sex discrimination.

“Supportive measures:” non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available and without fee or charge to the Complainant or Respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

For purposes of this policy and the grievance process, “Title IX ~~sexual harassment~~sex discrimination” means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee conditioning the provision of an aid, benefit, or service of the District on an individual’s participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education program or activity; or

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3. “Sexual assault” as defined in 20 USC 1092(f)(6)(A)(v), “dating violence” as defined in 34 USC 12291(a)(10), “domestic violence” as defined in 34 USC 12291(a)(8) or “stalking” as defined in 34 USC 12291(a)(30). These definitions are included in the procedures to this policy.
- A. “Dating violence” means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship is determined by the following factors:
- i. Length of relationship.
  - ii. Type of relationship.
  - iii. Frequency of interaction between the persons involved in the relationship.
- B. “Domestic violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving federal funding, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.
- C. “Sexual assault” means a sexual offense under state or federal law that is classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- D. “Stalking,” under Title IX means stalking on the basis of sex, for example when the stalker desires to date a victim. Stalking means to engage in a course of conduct directed at a specific person that would cause a reasonable person to either:
- i. Fear for their safety or the safety of others.
  - ii. Suffer substantial emotional distress.

### District Requirements

When the District has actual knowledge of sexual harassmentsex discrimination in an education program or activity of the District, the District will respond promptly in a manner that is not deliberately indifferent. When the harassment or discrimination on the basis of sex does not meet the definition of sexual harassmentsex discrimination, the Title IX Coordinator will direct the individual to the applicable sex discrimination process for investigation.

The District treats individuals who are alleged to be the victim (Complainant) and perpetrator (Respondent) of conduct that could constitute sexual harassmentsex discrimination equitably by

offering supportive measures. Supportive measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter ~~sexual harassment~~sex discrimination. Supportive measures may include counseling or employee assistance program, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, leaves of absence, increased security and monitoring of certain areas of the District's property, campus escort services, assistance from domestic violence or rape crisis programs, assistance from community health resources, changes in work locations and other similar measures.

For students, supportive measures may also include assessments or evaluations to determine eligibility for special education or related services, or the need to review an Individualized Education Program (IEP) or Section 504 Service Agreement based on a student's behavior. This could include, but is not limited to, a manifestation determination or functional behavioral assessment (FBA), in accordance with applicable law, regulations or Board policy.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Upon the receipt of a complaint, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the Complainant the process for filing a formal complaint. If the District does not provide the Complainant with supportive measures, then the District must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

### Timelines

The District has established reasonably prompt time frames for the conclusion of the grievance process, including time frames for filing and resolving appeals and informal resolution processes. The grievance process may be temporarily delayed or extended for good cause. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. In the event the grievance process is temporarily delayed for good cause, the District will provide written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action.

### Response to a Formal Complaint

At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the District with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, by electronic mail, or other means designated by the District. The District must follow the formal complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures.

Upon receipt of a formal complaint, the District must provide written notice to the known parties including:

1. Notice of the allegations of sexual harassmentsex discrimination, including information about the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassmentsex discrimination, the date and location of the alleged incident, and any sufficient details known at the time. Such notice must be provided with sufficient time to prepare a response before any initial interview;
2. An explanation of the District's investigation procedures, including any informal resolution process;
3. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;
4. Notice to the parties that they may have an advisor of their choice who may be, but is not required to be, an attorney, and may inspect and review any evidence and
5. Notice to the parties of any provision in the District's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

If, in the course of an investigation, the District decides to investigate allegations about the Complainant or Respondent that are not included in the notice initially provided, notice of the additional allegations must be provided to known parties.

The District may consolidate formal complaints as to allegations of sexual harassmentsex discrimination against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassmentsex discrimination arise out of the same facts or circumstances.

#### Emergency Response Measures

Nothing in this policy precludes the District from removing a Respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassmentsex discrimination justifies removal, and provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal. Nor does it preclude the District from placing a non-student employee Respondent on administrative leave while awaiting the determination of the complaint procedures. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

### Investigation of a Formal Complaint

When investigating a formal complaint and throughout the grievance process, the District must:

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not the parties;
2. Provide an equal opportunity for the parties to present witnesses and evidence;
3. Not restrict either party's ability to discuss the allegations under investigation or to gather and present relevant evidence;
4. Allow the parties to be accompanied with an advisor of the party's choice who may be, but is not required to be, an attorney. The District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
5. Provide written notice of the date, time, location, participants, and purpose of any interview or meeting at which a party is expected to participate, with sufficient time for the party to prepare to participate;
6. Provide the parties equal access to review all the evidence collected which is directly related to the allegations raised in a formal complaint and comply with the review periods outlined in this process;
7. Objectively evaluate all relevant evidence without relying on sex stereotypes;
8. Ensure that Title IX Coordinators, investigators, decision-makers, and individuals who facilitate an informal resolution process, do not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent;
9. Not make credibility determinations based on the individual's status as Complainant, Respondent or witness;
10. Not use questions or evidence that constitute or seek disclosure of privileged information unless waived.

### Dismissal of Formal Complaints

If the conduct alleged in the formal complaint would not constitute ~~sexual harassment~~sex discrimination even if proved, did not occur in the District's education program or activity, or did not occur against a person in the United States, then the District must dismiss the formal complaint with regard to that conduct for purposes of ~~sexual harassment~~sex discrimination under this policy.

The Title IX Coordinator also may dismiss the formal complaint or any allegations therein at any time during the investigation or hearing, if applicable, when any of the following apply:

1. A Complainant provides written notification to the Title IX Coordinator that the Complainant would like to withdraw the formal complaint or any allegations therein;
2. The Respondent is no longer enrolled or employed by the District; or
3. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal, the Title IX Coordinator promptly sends written notice of the dismissal and the reasons for dismissal simultaneously to both parties.

#### Evidence Review

The District provides both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. The evidence provided by the District must include evidence that is directly related to the allegations in the formal complaint, evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or other source. Prior to completion of the investigative report, the Title IX Coordinator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties have 10 calendar days to submit a written response to the Title IX Coordinator, which the investigator will consider prior to completion of the investigative report.

#### Investigative Report

The investigator must prepare an investigative report that fairly summarizes relevant evidence and send the report to the Title IX Coordinator. The Title IX Coordinator must send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. The parties have 10 calendar days to submit a written response to the Title IX Coordinator.

#### Decision-Maker's Determination

The investigative report is submitted to the decision-maker. The decision-maker cannot be the same person(s) as the Title IX Coordinator or the investigator. The decision-maker cannot hold a hearing or make a determination regarding responsibility until 10 calendar days from the date the Complainant and Respondent receive the investigator's report.

Prior to reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party

or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. Questions must be submitted to the Title IX Coordinator within three calendar days from the date the Complainant and Respondent receive the investigator's report.

The decision-maker must issue a written determination regarding responsibility based on a preponderance of the evidence standard. The decision-maker's written determination must:

1. Identify the allegations potentially constituting ~~sexual harassment~~; sex discrimination;
2. Describe the procedural steps taken, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
3. Include the findings of fact supporting the determination;
4. Draw conclusions regarding the application of any District policies and/or code of conduct rules to the facts;
5. Address each allegation and a resolution of the complaint including a determination regarding responsibility, the rationale therefor, any recommended disciplinary sanction(s) imposed on the Respondent, and whether remedies designed to restore or preserve access to the educational program or activity will be provided by the District to the Complainant and
6. The procedures and permissible bases for the Complainant and/or Respondent to appeal the determination.

A copy of the written determination must be provided to both parties simultaneously, and generally will be provided within 60 calendar days from the District's receipt of a formal complaint.

The determination regarding responsibility becomes final either on the date that the District provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Where a determination of responsibility for ~~sexual harassment~~ sex discrimination has been made against the Respondent, the District will provide remedies to the Complainant that are designed to restore or preserve equal access to the District's education program or activity. Such remedies may include supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent. The Title IX Coordinator is responsible

for effective implementation of any remedies. Following any determination of responsibility, the District may implement disciplinary sanctions in accordance with State or Federal law and or/the negotiated agreement.

A student who is determined to be responsible for violation of this policy shall be subject to appropriate disciplinary action consistent with school policies and regulations, which may include but is not limited to loss of school privileges, permanent transfer to another school building, classroom or school bus, exclusion from school-sponsored activities, detention, suspension, expulsion, or referral to law enforcement officials.

An employee who violates this policy shall be subject to appropriate disciplinary action consistent with the applicable Board policy, collective bargaining agreement and individual contract, up to and including dismissal and/or referral to law enforcement officials.

### Appeals

Either the Complainant or Respondent may appeal the decision-maker's determination regarding responsibility or a dismissal of a formal complaint, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time that could affect the outcome; and
3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent that affected the outcome.

The request to appeal must be made in writing to the Title IX Coordinator within seven calendar days after the date of the written determination. The appeal decision-maker must not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent and cannot be the Title IX Coordinator, the investigator, or the decision-maker from the original determination.

The appeal decision-maker must notify the other party in writing when an appeal is filed and give both parties a reasonable equal opportunity to submit a written statement in support of, or challenging, the outcome. After reviewing the evidence, the appeal decision-maker must issue a written decision describing the result of the appeal and the rationale for the result. The decision must be provided to both parties simultaneously, and generally will be provided within 10 calendar days from the date the appeal is filed.

### Informal resolution process

Except when concerning allegations that an employee sexually harassed a student, at any time during the formal complaint process and prior to reaching a determination regarding

responsibility, the District may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and determination of responsibility, provided that the District:

1. Provides to the parties a written notice disclosing:
  - A. The allegations;
  - B. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX formal complaint process with respect to the formal complaint and
  - C. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process.

The informal resolution process generally will be completed within 30 calendar days unless the parties and the Title IX Coordinator mutually agree to temporarily delay or extend the process. The formal grievance process timelines are stayed during the parties' participation in the informal resolution process. If the parties do not reach resolution through the informal resolution process, the parties will resume the formal complaint grievance process, including timelines for resolution, at the point they left off.

#### Recordkeeping

The District must maintain for a period of seven years records of:

1. Each ~~sexual harassment~~sex discrimination investigation, including any determination regarding responsibility, any disciplinary sanctions imposed on the Respondent, and any remedies provided to the Complainant designed to restore or preserve equal access to the District's education program or activity;
2. Any appeal and its result;
3. Any informal resolution and its result; and
4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The District must make these training materials publicly available on its website.

The District must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual

harassment. In each instance, the District must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's education program or activity.

TITLE IX ~~SEXUAL HARASSMENT~~ NONDISCRIMINATION

It is the the policy of this district to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. The District does not discriminate on the basis of sex in any education program or activity that it operates, including admission and employment. Inquiries about the application of Title IX to the District may be referred to the District’s Title IX Coordinator, to the Regional Office of Civil Rights of the Department of Education, or both.

The Board encourages students, employees and third parties who believe they or others have been subject to Title IX sexual harassment, other discrimination or retaliation to promptly report such incidents to the Title IX Coordinator or building principal, even if some elements of the related incident took place or originated away from school grounds, school activities or school conveyances. A person who is not an intended victim or target of discrimination but is adversely affected by the offensive conduct may file a report of discrimination with the Title IX Coordinator.

The Board designates the following individual to serve as the District’s Title IX Coordinator and may or may not have the same person serve as Compliance Coordinator:

Title: \_\_\_\_\_

Office address: \_\_\_\_\_

Email: \_\_\_\_\_

Phone number: \_\_\_\_\_

Other district employees filling key roles for implementing Title IX sexual harassment procedures include investigator(s), decision-maker(s), individuals to handle appeals, and individuals to facilitate an informal resolution process. Specific individuals filling these roles may vary from complaint to complaint as appropriate.

The Director of the Regional Office of Civil Rights can be contacted at the Kansas Office of Civil Rights, U.S. Department of Education, One Petticoat Lane, 1010 Walnut Street, Suite 320, Kansas City, MO 64106, (816) 268-0550, by email to [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov).

The district is committed to providing a nondiscriminatory workplace for employees. It is committed to the maintenance of a safe, positive learning environment for all students by providing student course offerings, counseling, assistance, services, employment, athletics, and extracurricular activities without any form of discrimination, including Title IX sexual harassment. Discrimination is inconsistent with the rights of employees and students and the educational and programmatic goals of the district and is prohibited at

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or, in the course of, district-sponsored programs or activities, including transportation to or from school or school-sponsored activities.

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The student's parents/guardian or any other person with knowledge of conduct that may violate this policy is encouraged to immediately report the matter to the building principal. A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal, as well as properly making any mandatory police or child protective services reports required by law.

Violations of this policy, including acts of retaliation as described in this policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures.

Any person may report sex discrimination, including sexual harassment, at any time, including during non-business hours. Such a report may be made in person, by mail, by telephone or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

For purposes of this policy and the grievance process, "Title IX sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
3. "Sexual assault" as defined in 20 USC 1092(f)(6)(A)(v), "dating violence" as defined in 34 USC 12291(a)(10), "domestic violence" as defined in 34 USC 12291(a)(8) or "stalking" as defined in 34 USC 12291(a)(30). These definitions are included in the procedures to this policy.

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual ~~harassment~~discrimination under Title IX. An education program or activity includes the locations, events, or circumstances over which the district exercises substantial control over both the respondent and the context in which the harassment occurs. Title IX applies to all of a district's education programs or activities, whether such programs or activities occur on-campus or off-campus.

When the alleged harassment or discrimination does not meet the Title IX definition of sexual ~~harassment~~discrimination, the Title IX Coordinator directs the individual to the applicable process for investigation.

### Retaliation Prohibited

The District prohibits intimidation, threats, coercion or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation proceeding or hearing, or acted in opposition to practices the person reasonably believes to be discriminatory, if applicable. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this part, constitutes retaliation.

### Confidentiality

The District must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual ~~harassment~~discrimination, any individual who has been alleged to be the victim or perpetrator of conduct that could constitute sexual ~~harassment~~discrimination, and any witness, except as may be permitted by Family Educational Rights and Privacy Act (FERPA) or as required by law, or to carry out the purposes of the Title IX regulations, including the conduct of any investigation, hearing or judicial proceeding arising under the regulations.

### Notice Requirements

The District provides notice to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, employees and the union(s) holding collective bargaining agreements with the district with the name or title, office address, email address and telephone number of the Title IX Coordinator and notice of the District grievance procedures and process, including how to report or file a complaint of sex discrimination, how to file a formal complaint of sexual harassment and how the District will respond. The District also posts the Title IX Coordinator's contact information and Title IX policies and procedures in a prominent location on the District website and in all handbooks made available by the District.

### Training Requirements

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receives training on the definition of sexual harassment, the scope of the District's education program or activity, how to

conduct an investigation and grievance process including examination of evidence, handling hearings, appeals and informal resolution processes, when applicable, how to address complaints that do not qualify as Title IX sexual ~~harassment~~discrimination, and how to serve impartially including by avoiding prejudgment of the facts at issue, conflicts of interest and bias. The District also ensures that decision-makers and investigators receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant as set forth in the formal procedures that follow, and training on any technology to be used at a live hearing, if applicable. Investigators also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. All materials used to train individuals who receive training under this section must not rely on sex stereotypes and must promote impartial investigations and judgments of formal complaints of sexual harassment and are made publicly available on the District's website.

#### Conflict of Interest and Bias

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

#### Determination of Responsibility

The individual who has been reported to be the perpetrator of conduct that could constitute sexual ~~harassment~~discrimination is presumed not responsible for alleged conduct. A determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation in accordance with the process outlined in the accompanying regulation. No disciplinary sanctions will be imposed unless and until a final determination of responsibility is reached.

#### Other Title IX Coordinator Duties

The Title IX Coordinator, along with the Compliance Coordinator, shall fulfill designated responsibilities to ensure adequate nondiscrimination procedures are in place, to recommend new procedures or modifications to procedures and to monitor the implementation of the district's nondiscrimination procedures in the following areas, as appropriate:

1. Curriculum and Materials - Review of curriculum guides, textbooks, and supplemental materials for discriminatory bias.
2. Training - Provide training for students and staff to prevent, identify and alleviate problems of discrimination.

3. Resources - Maintain and provide information to staff on resources available to complainants in addition to the school complaint procedure or Title IX procedures, such as making reports to the police, available supportive measures such as assistance from domestic violence or rape crisis programs and community health resources including counseling resources.
4. Review - Review of personnel practices and actions for discriminatory bias and compliance with laws against discrimination to include monitoring and recommending corrective measures when appropriate to written position qualifications, job descriptions and essential job functions; recruitment materials and practices; procedures for screening applicants; application and interviewing practices for hiring and promotions; district designed performance evaluations; review of planned employee demotions, non-renewal of contracts, and proposed employee disciplinary actions up to and including termination.
5. Student Access - Review of programs, activities, and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
6. District Support - Assure that like aspects of the school programs and activities receive like support as to staffing and compensation, facilities, equipment, and related areas.
7. Student Evaluation - Review of assessments, procedures, and guidance and counseling materials for stereotyping and discrimination.
8. Reports/Formal Complaints - Monitor and provide technical assistance to individuals involved in managing informal reports and formal complaints.

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

## DATING VIOLENCE PREVENTION

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

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

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

Every report of alleged dating violence 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 dating violence investigation, potential issues of 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 discrimination as well as the incidents of alleged dating violence.

This policy shall be published in the student handbook.

Legal Reference: Neb. Statute 79-2,141

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

## BULLYING PREVENTION

The board recognizes the negative impact that bullying has on student health, welfare, safety, and the school's learning environment and prohibits such behavior. Bullying is defined as any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, at a designated school bus stop, or at school-sponsored activities or school-sponsored athletic events.

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

Every report of alleged bullying 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 bullying investigation, potential issues of 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 discrimination as well as the incidents of alleged bullying.

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

This policy shall be reviewed annually.

Legal Reference:                   Neb. Statute 79-2,137

Cross Reference:                505    Student Discipline

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

## HARASSMENT

Harassment of employees, students, volunteers or visitors will not be tolerated in the school district. This policy is in effect while students are on school grounds, school district property, or on property within the jurisdiction of the school district; while on school-owned and/or school-operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school district.

Harassment includes, but is not limited to, race (including skin color, hair texture, and protective hairstyles), religion, national or ethnic origin, color, marital status, disability, sex, veteran status, age, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other prohibited status. Harassment by board members, administrators, employees, parents, vendors, and others doing business with the school district is prohibited. Students whose behavior is found to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, suspension and expulsion.

Harassment on the basis of race, religion, national or ethnic origin, color, marital status, disability, sex, veteran status, age, pregnancy, childbirth or related medical condition, or other prohibited status means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble individuals when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs or activities;
- submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or
- creating an intimidating, offensive or hostile learning or work environment.

Harassment as set forth above may include, but is not limited to the following:

- verbal, physical or written harassment or abuse or unwelcome communication implying sexual motives or intentions;;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, achievements, etc.;
- demeaning jokes, stories, or activities directed at an individual;
- pressure for sexual activity; repeated remarks to a person with sexual or demeaning implications;
- unwelcome touching;
- unwelcome and offensive public sexual display of affection;

Approved

Reviewed

Revised

- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's job, promotions, recommendations, etc.



42 U.S.C. § 1983  
42 U.S.C. §§ 2000d-2000d-7 (1994).  
42 U.S.C. §§ 12101 et. seq. (1994).

Cross References:

404.06 Harassment by Employees  
505 Student Discipline  
507 Student Records

## 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 ~~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

Cross Reference: 403.02 Child Abuse Reporting  
505 Student Discipline

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

## SEARCHES, SEIZURES AND ARRESTS

School district property is held in public trust by the board. School district authorities may, without a search warrant, search students or protected student areas based on a reasonable and definable suspicion that a school district policy, rule, regulation or law has been violated.

The search shall be in a manner reasonable in scope to maintain order and discipline in the schools, promote the educational environment, and protect the safety and welfare of students, employees and visitors to the school district facilities. The furnishing of a locker, desk or other facility or space owned by the school and provided as a courtesy to a student, even if the student provides the lock for it, shall not create a protected student area and shall not give rise to an expectation of privacy with respect to the locker, desk, or other facility.

School authorities may seize any illegal, unauthorized or contraband materials discovered in the search. Items of contraband may include, but are not limited to, nonprescription controlled substances, marijuana, cocaine, amphetamines, barbiturates, apparatus used for controlled substances, alcoholic beverages, tobacco, weapons, explosives, poisons, ~~and~~ stolen property and dangerous objects as defined in Policy 504.11. Such items are not to be possessed by a student without specific permission of the building principal while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated transportation; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district.

Possession of such items will be grounds for disciplinary action including suspension or expulsion and may be reported to local law enforcement officials. The board believes that illegal, unauthorized or contraband materials may cause material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees, or visitors on the school district premises or property within the jurisdiction of the school district.

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.

The principal or designee will attempt to notify the parent/guardian or responsible relative prior to the student's release and the place to which the student is reportedly to be taken, except in cases of child abuse.

It shall be the responsibility of the superintendent, in conjunction with the administrative team, to implement this policy.

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

Legal Reference: Neb. Statute 43-248 and 79-294  
New Jersey v. T.L.O., 469 U.S. 325 (1985).  
Cason v. Cook, 810 F.2d 188 (8th Cir. 1987), cert. den.,  
482 U.S. 930 (1987).

Cross Reference: 504 Student Rights and Responsibilities  
505 Student Discipline  
508.10 Referral of Students to Other Agencies

### HAZING, INITIATION, SECRET SOCIETIES OR GANG ACTIVITIES

Hazing or initiation by any school organizations, groups, clubs, teams or individuals are prohibited unless specifically approved by the administration. Anyone engaging in hazing or initiation behavior will be subject to disciplinary action up to and including expulsion.

Hazing is any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any school organization. Such hazing activity includes whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act which endangers the physical or mental health or safety of any person or the coercing of any such activity.

Every report of alleged hazing or initiation 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 hazing or initiation investigation, potential issues of 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 discrimination as well as the incidents of alleged hazing or initiation.

The Board of Education prohibits the organization of school-sponsored fraternities, sororities or secret organizations wherein membership is determined by members themselves rather than on the basis of free choice. The Board considers those organizations or memberships in those organizations detrimental to the good conduct and discipline of the school. Interference with the instructional program of the district by those groups will not be condoned, and no organizational activities are permitted under the sponsorship of the school district or its personnel.

In addition, the use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of grooming which, by virtue of its color, arrangement, trademark, symbol, or any other attribute which indicates or implies membership or affiliation with such a group, is disruptive of a positive learning environment and will not be tolerated.

Legal Reference: Neb. Statute 79-2,101 to 2,102

Cross Reference: 505 Student Discipline

506 Student Activities

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

REGULATED CELL PHONES AND OTHER ELECTRONIC COMMUNICATION DEVICES

~~Carrying a cellphone/~~The District prohibits the use of cell phones or other electronic communication devices by students while on school property or attending a school instructional function except as provided otherwise below. Violation of this policy may include disciplinary measures under the district's student conduct policies up to and including suspension or expulsion.

~~Other electronic communication device in the school building is~~means any device which transmits by electronic means any writing, sound, visual image, or data of any nature to another electronic communication device. This includes personally owned electronic tablets, "smart" watches, earbuds, headphones, and gaming devices. The term "electronic communication device" includes a privilege, cell phone.

~~Students are not prohibited from using an electronic communication device while on school property or attending a~~right. Cellphones (including ear buds or other communication accessories) may be not used school instructional function under any of the following circumstances:

1. When required by a student's individualized education program developed under the Special Education Act and its rules and regulations or a plan developed under section 504 of federal statutes;
- 1.2. When authorized by the District for educational purposes during class instructional time except when approved by the teacher as part of a specific class activity or school project.;

~~Any prohibited items or devices brought to school or school events may be confiscated by district staff. Prohibited items will be turned over to the student's parents or guardian on request unless the object seized is dangerous, contrary to law, or has been turned over to legal authorities.~~

~~Prohibited devices shall include any item which is sufficiently annoying, offensive, unpleasant, or obnoxious that it substantially interferes with or materially disrupts the educational process. Students shall be advised annually through the Student Handbook of items that are prohibited on school grounds or at school activities.~~

3. In the case of an emergency or perceived threat of danger;
4. When necessary to monitor or manage a student's health care; or
5. When appropriate under District policies or otherwise allowed by an appropriate school employee.

In addition to any prohibitions on electronic communication devices ~~defined in the student handbook~~stated above, students shall not use ~~electronics~~such devices for recording or transmitting photographs, images or sounds of other persons without direct administrative approval and consent of all person(s) being recorded, other than the recording of persons participating in school activities that are open to the public. Students

shall not use electronic devices at any time where there is an expectation of privacy.  
~~Violations of this policy may result in disciplinary action, including, but not limited to, suspension and expulsion from school.~~

This policy does not authorize monitoring, collecting, or otherwise accessing any information on an electronic communication device not owned by or provided for academic use by the school district.

Rules for confiscation of prohibited devices, returning of confiscated devices, and disciplinary measures will be published in the student handbook.

The development of this policy shall include stakeholder participation from students, parents, and educators in each community. It shall be the responsibility of the superintendent, in conjunction with the principal, to implement this policy.

Legal Reference:     Rehabilitation Act of 1973, 29 U.S.C. 794  
                              2025 Neb. Legislative session LB140

Cross Reference:    504.03 Student Conduct  
                              505     Student Discipline

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

## WEAPONS

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

This shall not apply to the issuance of firearms to or possession by members of the armed forces of the United States, active or reserve, National Guard of this state, or Reserve Officers' Officers Training Corps, peace officers, authorized law enforcement officers, or authorized retired law enforcement officers when on duty or training.

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

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

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

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

Weapons or dangerous objects under the control of law enforcement officials shall be exempt from this policy. ~~Firearms kept in a locked firearm rack that is on a motor vehicle or that are~~ This policy does not prohibit firearms contained ~~within~~ within a private vehicle operated by a nonstudent adult or prohibited person that are locked inside the

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

~~not loaded are also exempt. glove box, trunk, or other compartment of the vehicle, a storage box securely attached to the vehicle, or, if the vehicle is a motorcycle, other than an autocycle, a hardened compartment securely attached to the motorcycle while the vehicle is in or on such parking area.~~ Firearms also may be possessed by a person for the purpose of using them, with the approval of the school, in a historical reenactment, in a hunter education program, or as part of an honor guard. The principal may allow authorized persons to display weapons or other dangerous objects or look-a-likes for educational purposes and must be kept in a designated location during the school day. Such a display shall also be exempt from this policy. It shall be the responsibility of the superintendent, in conjunction with the principal, to implement this policy.

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

Legal Reference:

Neb. Statute 79-263

Neb. Statute 28-1204.04

Improving America's Schools Act of 1994, P.L. 103-382.

18 U.S.C. § 921 (1994).

McClain v. Lafayette County Bd. of Education, 673 F.2d  
106 (5th Cir. 1982).

Cross Reference:

505 Student Discipline

508 Student Health and Well-Being

## STUDENT ~~APPEARANCE~~DRESS CODE AND GROOMING

The Board believes ~~inappropriate~~ student ~~appearance~~dress or grooming that causes material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees ~~and/or~~ visitors.

is not appropriate. Students are expected to adhere to standards of cleanliness, grooming and dress that are compatible with the requirements of a ~~good~~positive learning environment. ~~The standards will be those generally acceptable to the community as appropriate in a school setting.~~

The Board expects students to be clean and well-groomed and wear clothes in good repair and appropriate for the time, place and occasion. ~~Clothing or other apparel promoting products illegal for use by minors and clothing displaying obscene material, profanity, or reference to prohibited conduct are disallowed. While the primary responsibility for appearance lies with the students and their parents, appearance disruptive to the education program will not be tolerated.~~ When, in the judgment of a principal, a student's appearance or mode of dress disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications.

~~A student~~The Board respects the diverse racial and religious backgrounds of our students. The District's students have the right to visibly express themselves through their attire when associated with race, religion, sex, disability, or national origin, including tribal regalia, natural and protective hairstyles, or adornments. The District will facilitate and encourage a positive learning environment for all students while complying with any applicable health and safety law, rule, regulations or ordinance.

**"Caregiver" in this policy shall include any parent, guardian or other adult caregiver who is a member of an indigenous tribe on record with the District as one of the United States or another country may student's official custodians.**

### **GENERAL PRINCIPLES/STANDARDS:**

1. Non-Discrimination: The District dress code and grooming policy prohibits discrimination against students based on race, religion, sex, disability, or national origin. Bullying Prevention and Harassment policies are also referenced below.
2. Respect for Individuality: Students are allowed to wear tribal regalia in any public or private location on the religious attire, adornments, and other attire associated with race, national origin or religion, or tribal regalia. Additionally, students' hair should not be permanently or temporarily altered by school grounds or at any personnel. Altering a student's appearance or removing or altering a student's attire without consent from their caregiver is not allowed. Additionally, students are permitted to wear natural and protective hairstyles including but are not limited to braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps.

3. Cultural and Religious Attire: Students are allowed to wear religious attire and tribal regalia in accordance with their race, national origin, or religion and will be protected from bullying and harassment according to district policies.
4. Prohibited Attire: Attire should not promote violence, drugs, alcohol, profanity, or hate speech. The District reserves the right to request immediate attire changes from students.

#### **HEALTH AND SAFETY CONSIDERATIONS:**

In school function environments where the use of certain chemicals or equipment poses a direct safety hazard, students may be required to wear protective gear, such as lab coats and safety goggles. Similarly, in physical education classes or during sports activities, students may need to modify their attire or secure their hair to ensure the safety of themselves and others. A good faith effort applied equally and without discrimination will be made to ensure safety without compromising religious beliefs, grooming practices, or requiring students to permanently alter their appearance.

1. Proven Need: Any health and safety standard based on characteristics associated with race, religion, sex, disability, or national origin must demonstrate that such standard is necessary for the health and safety of the student or other individual.
2. Least Restrictive Means: Health and safety standards addressing such concerns should use the least restrictive means necessary. Measures that do not discriminate with respect to race, religion, sex, disability, or national origin should be pursued.

#### **ENFORCEMENT:**

Enforcement of this policy will be consistent with the district's code of conduct and discipline policies. Enforcement of this policy shall not target, disproportionately impact, discriminate, or be applied in a discriminatory manner against any students on the basis of race, religion, sex, disability, or national origin.

#### **TRAINING AND AWARENESS:**

The district will communicate this policy with students and families in their preferred language(s). Feedback from diverse students, caregivers, staff, and administrators will be considered when adopting and revising this policy. The District will provide appropriate staff training about this policy for its effective implementation with caregivers.

#### **CONFIDENTIALITY:**

The school will handle all information related to students' race, sex, disability, national origin, or religious characteristics in accordance with the Family Educational Rights and Privacy Act (FERPA). Parental consent must be obtained before sharing confidential student information with school staff or outside parties.

#### **PARENTAL CONSENT:**

The District shall make a good faith effort to obtain informed consent from a student's caregivers in their preferred language for any health and safety standard accommodation

needed. To respect individual identity and parental authority, our process includes the following steps:

1. Initiate Contact: Make a good faith effort to contact the caregiver using their preferred communication method (phone, email, or in person-is otherwise authorized), explaining why adjustments to be as long as the tribal regalia does not interfere student's attire or grooming are needed to meet health and safety standards.
- 1-2. Collaborative Solutions: Work with the student and caregiver to find accommodation options to meet health and safety standards. Discuss the potential results of each option on the student's well-being and educational process and is not detrimental to the health or safety of the student or another person experience.
3. Parental Consideration: Allow the caregiver time to privately discuss the situation with their student or family members to make an informed decision.
4. Obtain Consent: Once an accommodation is agreed upon, obtain written consent through a signed document or email exchange, stating the accommodation and health and safety standard that required the accommodation. A copy of this written consent should be provided to the caregiver.
5. Documentation & Follow-up: Communication and decisions made with the parent/guardian/caregiver shall be documented as below. These records are subject to the Family Educational Rights and Privacy Act (FERPA) and shall be maintained accordingly. Follow up with the caregiver within 1-2 weeks to ensure the accommodation was implemented in a satisfactory manner.

### **RECORD KEEPING:**

The District will establish and maintain records for any efforts made to accommodate a student's appearance or grooming of any kind. Each record must include:

1. the student's name,
2. federally identified demographic characteristics,
3. date of the occurrence,
4. the health and safety standard relating to the accommodation,
5. nature of the accommodation requested,
6. staff involved,
7. communication with parents/guardians/caregivers, and
8. the outcome of the effort.

The district will regularly review and analyse these records to identify areas that may require revisions of policies. It shall be the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations regarding this policy.

### **DEFINITIONS:**

Grooming: the care of a body and its physical appearance, such as the personal hygiene routine of brushing one's teeth or combing one's hair.

National origin: includes characteristics associated with actual or perceived place of birth, ancestry, or ethnicity including, but not limited to, skin color, natural and protective hairstyles, headdress, tribal regalia, and attire.

Natural and protective hairstyles: include, but are not limited to, braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps.

Race: includes characteristics associated with actual or perceived race, ancestry, or ethnicity including, but not limited to, skin color, natural and protective hairstyles, tribal regalia, and attire.

Religious attire and characteristics associated with religion: includes, but is not limited to, natural and protective hairstyles, tribal regalia, burkas, hijabs, head wraps, yamaka, cross or other headdress, adornments, and clothing garments used to express or observe one's religious beliefs.

Tribal regalia: includes natural and protective hairstyles and traditional garments, jewelry, or other adornments or similar objects of cultural significance worn by members of an indigenous tribe of the United States or another country. Tribal regalia does not include any dangerous weapon or, except in compliance with an appropriate federal permit, any object that is otherwise prohibited by federal law.

Legal Reference: Hines v. Caston Sch. Corp. 651 N.E.2D 330 (1995)  
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).  
Bethal School District v. Fraser, 478 U.S. 675 (1986).  
Tinker v. Des Moines Ind. Comm. Sch. Dist., 393 U.S. 503 (1969).  
Neb. Statute 79-526  
Neb. Statute 79-2,158

Cross Reference: 501 Objectives for Equal Educational Opportunities for  
Students  
504.18 Harassment  
504.20 Bullying Prevention

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

## EDUCATIONAL AND OPERATIONAL PLANNING

At least every 5 years the board shall conduct an in-depth needs assessment, soliciting information from business administrators, employees, parents, students and community members, regarding their expectations for adequate student preparation. ~~One purpose~~ A systematic on-going process guides planning, implementation, and evaluation and renewal of continuous school improvement activities to meet local and statewide goals and priorities. The school improvement process focuses on improving student learning. A The school system develops and implements a continuous school improvement process to promote quality learning for all students. This process includes procedures and strategies to address quality learning, equity, and accountability.

~~In this assessment is to assist all school systems, the board in developing and evaluating a statement of philosophy for continuous school improvement process includes the school district. The second purpose of this assessment is to determine following activities at least once within each five years:~~

- ~~1. Review and update of the areas of mission and vision statements.~~
- ~~2. Collection and analysis of data about student performance, knowledge demographics, learning climate, and attitudes former high school students.~~
- ~~3. Selection of improvement goals. At least one goal is directed toward improving student academic achievement.~~
- ~~4. Development and the areas implementation of school district operations that are judged to be most crucial in meeting school or school district goals. As part an improvement plan which includes procedures, strategies, actions to achieve goals, and an aligned professional development plan.~~
- ~~5. Evaluation of its assessment, the board shall develop progress toward improvement goals.~~

~~The school improvement process includes a process for communicating with business and the community regarding their expectations for adequate student preparation. The statement visitation by a team of philosophy shall describe the board's beliefs about topics which shall include the nature of learning, the purpose of the school district, the scope of educational experiences that the school district should external representatives to review progress and provide, the nature of its learners and a description of a desirable learning atmosphere written recommendations. A copy of the school system's improvement plan and the written recommendations of the external representatives are provided to the Department. The external team visits are conducted at least once each five years.~~

~~In conjunction with the in-depth needs assessment of the school district, the board shall authorize the appointment of a committee representing administrators, employees, parents, students and community members, to make recommendations and assist the board in determining the priorities of the school district in addition to the basic skills areas of the education program.~~

~~It shall be the responsibility of the superintendent to ensure the school district community is informed of the board's policies, programs and goals and has an opportunity to express~~



## STUDENT CONDUCT

The board believes inappropriate student conduct causes serious disruption to the learning environment, interferes with the rights of others, and threatens the health and safety of students, employees and the public. The Superintendent and staff will develop and implement age-appropriate student codes of conduct to facilitate the educational process.

The district will not substantially burden the right to a student's religious exercise unless that religious exercise is disruptive to or interferes with the school learning environment, is detrimental to the health or safety of the student or another person, or violates the permission of staff.

Students shall conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district. This policy will also apply while on school owned, operated or chartered transportation; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and educational processes of the school district.

Students who violate this policy and the administrative regulations supporting it will be subject to disciplinary measures including, but not limited to, removal from the classroom, detention, suspension, probation and expulsion. The codes of conduct will include measures to prevent or discourage behavior which interferes with the educational program, behavior which disrupts the orderly and efficient operation of the school or the functioning of school activities, behavior which interferes with the maintenance of a learning environment, behavior that is violent or destructive, or behavior which interferes with the rights of other students to pursue their education. Procedures will be available to allow rights of due process for all students.

Every report of alleged violations of student conduct 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 student conduct investigation, potential issues of 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 discrimination as well as the incidents of alleged violations of student conduct policies.

This disciplinary process is designed to create the expectation that the degree of discipline imposed by the school will be proportionate to the severity of the behavior of the particular student, the previous discipline history of the student and other relevant factors. It will also include parental involvement processes designed to enable parents, guardians, teachers and school administrators to work together to improve and enhance appropriate student behavior and academic performance. All student codes of conduct shall be submitted to the board for approval or review.



## ADDRESSING BARRIERS TO ATTENDANCE

Regular attendance by the students at school is essential for students to obtain the maximum opportunities from the education program. Parents and students alike are encouraged to ensure an absence from school is a necessary absence. Students shall attend school unless excused by the principal of their attendance center. This policy, developed and annually reviewed in collaboration with the county attorney for the district's principal office location, is an attempt to address the barriers to student attendance. This policy shall include a provision indicating how the district and the county attorney will handle those cases in which excessive unexcused absences are not due to mental or physical illness and shall state the circumstances and number of other absences or hourly equivalent upon which the school shall render all services to address barriers to attendance.

Any superintendent, principal, teacher, or member of the school board who knows of any violation of the state school attendance laws (79-201) shall report that violation to the school attendance officer within 3 days.

The superintendent shall designate an attendance officer. The attendance officer will immediately investigate the report of any child who may be in violation of the state's compulsory attendance statutes.

If any student has exceeded the number of unexcused absences as defined in the student handbook, the school shall render all services to address barriers to attendance. These services shall include the following:

1. Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child; and
2. A meeting or meetings between the school attendance officer, school social worker, a school administrator or designee, the person who has legal or actual control of the child, and the student (when appropriate) to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall include, if agreed to by the person who is responsible for making educational decisions on behalf of the child, an educational evaluation to determine whether any intellectual, academic, physical, or social emotional barriers are contributing factors to the lack of attendance. The plan shall also consider, but not be limited to:
  - (i) Illness related to physical, mental, or behavioral health of the child;
  - (ii) Educational counseling;
  - (iii) Educational evaluation;
  - ~~(iv)~~ Referral to community agencies for economic services;
  - ~~(v)~~ Family or individual counseling; and
  - ~~(vi)~~ Assisting the family in working with other community services.

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The school may report to the county attorney of the county in which the person resides when the school has documented the efforts it has made as required by statutes, that the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and that the child has been absent more than twenty days per school year. The school shall notify the child's family in writing prior to referring the child to the county attorney. Illness, either physical or mental, that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney.

Students are subject to disciplinary action for excessive absenteeism including suspension and expulsion. It shall be within the discretion of the principal to determine, in light of the circumstances, whether a student may make up work missed because of excessive absenteeism. Disciplinary action for students receiving special education services will be assigned in accordance with the goals and objectives of the student's Individualized Education Program.

The superintendent shall report to the Commissioner of Education as directed by the commissioner regarding the number of and reason for any long-term suspension, expulsion, or excessive absenteeism of a student; referral of a student to the office of the county attorney for excessive absenteeism; or contacting of law enforcement officials other than school resource officers by the district relative to a student enrolled in the district. The superintendent shall report annually to the Commissioner the required data for the number of students who have dropped out of school.

It shall be the responsibility of the superintendent to implement this policy. The implementation may include regulations indicating the disciplinary action to be taken for excessive absenteeism.

Legal Reference:	Neb. Statute 79-208 and 209 NDE Rule 10.012.01B
Cross Reference:	411.03 Attendance Officer 505 Student Discipline 506 Student Activities 507 Student Records

## 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 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

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## ENTRANCE - ADMISSIONS

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 school district's kindergarten program or beginner grade, or be admitted under exceptions provided by state statute.

The board shall require evidence of age and residency in the form of a birth certificate or other evidence before the student may enroll in the school district's education program. It shall be within the discretion of the superintendent to determine what is satisfactory evidence for proof of age.

Prior to enrollment, the child must provide the administration with proof of a physical examination and immunizations as required by law and the respective policies of this district. Failure to provide this information shall be reason for denying admission to the student under statute 79-217.

### Preschool Enrollment

The district will develop and make available its guidelines for families wishing to enroll a child in the district's preschool program. 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.

Legal Reference: Neb. Statute 79-214 et seq.

Cross Reference: 503.01 Compulsory Attendance  
508.01 Student Health and Immunization Checkups

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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. [See policy 502.01 for preliminary enrollment of children of military families.](#)

**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

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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.



## RESIDENT STUDENTS

Children who are residents of the school district community will attend the school district without paying tuition. Students whose residency in the district ceases during a school year may continue attending school for the remainder of the school year without payment of tuition.

The residence of a student means the place, abode, or dwelling of the student. Generally, the legal dwelling of minors is the same as their parents. However, a student may establish a dwelling with someone other than the parents and attend public school in the school district without paying tuition if the primary purpose for residing in the school district is not for the purpose of obtaining a free public education.

Any student who is a ward of the state or court, or who is residing in a residential setting in the district for reasons other than to receive an education shall be provided educational services in accordance with state statute 79-215 including such reimbursement to the district as may be due under the statute.

Children of military families may enroll preliminarily in the district if a parent presents evidence of military orders that the military family will be stationed in this state during the current or following school year. Such preliminary enrollment or advanced enrollment for a child of a military family shall also apply if such child has an individualized family service plan, has an IEP under the federal IDEA, receives special accommodations or services under section 504, or receives special education as defined in section 79-1125. A student of a military family shall be admitted to the school district without charge upon arrival in Nebraska.

When any person is on active duty as a member of the United States Army, Navy, Marine Corps, or Air Force in the State of Nebraska and is residing on federally owned property, any child of school age of that active duty member who also resides on that property shall be considered a resident of the school district where that property is located in accordance with the statutes. This also applies to children of parents employed by the federal government and residing with their parents on the property of national parks or national monuments within this state.

Each case involving the determination of residence of a student will be decided upon its individual merits by the superintendent. Payment of tuition will not be required in cases where the resident student would otherwise be denied free common school privileges. The burden of proof to supply the necessary documents to demonstrate legal residence shall rest with the person claiming legal residence in the district. The superintendent shall determine the specific documents required for collecting enrollment, admission, and related information needed for any student to attend and they may be provided through electronic means or other means specified by the Nebraska Department of Education.

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Legal Reference:           Neb. Statute 79-215  
                                  Neb. Statute 79-1125  
                                  IDEA, 20 U.S.C. 1400 et seq.  
                                  Section 504, Rehabilitation Act of 1973, 29 U.S.C. 794

Cross Reference:           101   District Organization and Basic Commitments  
                                  503   Student Attendance  
                                  801   Transportation

## OBJECTIVES FOR EQUAL EDUCATIONAL OPPORTUNITIES FOR STUDENTS

This section of the board policy manual is devoted to the board's goals and objectives for assisting the students of the school district in obtaining an education. Each student shall have an opportunity to obtain an education in compliance with the policies in this series. It is the goal of the board to develop a healthy social, intellectual, emotional, and physical self-concept in the students enrolled in the school district. Each student attending school will have the opportunity to use it and its education program and services as a means for self-improvement and individual growth. In so doing, the students are expected to conduct themselves in a manner that assures each student the same opportunity.

The board supports the delivery of the education program and services to students free of discrimination on the basis of race (including skin color, hair texture, and protective hairstyles), color, national origin, sex, disability, religion or marital status, sexual orientation or gender identity and provides equal access to the Boy Scouts and other designated youth groups. This concept of equal educational opportunity serves as a guide for the board and employees in making decisions relating to school district facilities, employment, selection of educational materials, equipment, curriculum, and regulations affecting students.

Board policies, rules and regulations affect students while they are on school district property or on property within the jurisdiction of the school district; while on school owned, operated, or chartered transportation; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and educational processes of the school district.

This section of the board policy refers to the term "parents" in many of the policies. The term parents for purposes of this policy manual shall mean the legal parents. It shall also mean the legal guardian or custodian of a student and students who have reached the age of majority or are otherwise considered an adult by law.

Inquiries by students regarding compliance with equal educational opportunity laws and policies, including but not limited to complaints of discrimination, shall be directed to the Compliance Coordinators or the building principal.

Inquiries may also be directed in writing to the Director of the Kansas Office of Civil Rights, U.S. Department of Education, One Petticoat Lane, 1010 Walnut Street, Suite 320, Kansas City, MO 64106, (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](mailto:OCR.KansasCity@ed.gov). This inquiry or complaint to the federal or state office may be done instead of, or in addition to, an inquiry or complaint at the local level.

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Every report of alleged violations of this policy that can be interpreted at the outset to fall within the protections of laws against discrimination shall be handled as a joint, ~~Approved~~ ~~Reviewed~~ ~~Revised~~ 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 this policy, 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 this policy.

Further information and copies of the procedures for filing a complaint are available in the school district's central administrative office and the administrative office in each attendance center.

Legal Reference:                   Sect. 504 of the Rehabilitation Act of 1973  
  20 U.S.C. §1681 et seq. (1994)  
  34 C.F.R. §104 et seq.  
  34 C.F.R. §160 et seq.  
  Neb. Statute 79-2,114 et seq. (Neb. Equal Opportunity in  
  Education Act).

Cross Reference:                 100    District Organization and Basic Commitments

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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## CERTIFICATED EMPLOYEE NEGOTIATIONS

Certificated employees of the district shall have the right to form, join and participate in the activities of organizations of their choosing for the purpose of representation of all matters of employment relations, but no certificated employee shall be compelled to join such an organization. Boards may enter into collective bargaining agreements for periods not to exceed four years.

The following timelines shall be in effect for the annual negotiations process preceding the contract year in question:

1. On or before September 1 the certificated and instructional employees' collective bargaining agent shall request recognition as bargaining agent.
2. The governing board shall respond to such request not later than October 1.
3. On or before November 1 negotiations shall begin.
4. On or before February 8 if an agreement is not reached, the parties shall submit to mandatory mediation or factfinding as ordered by the commission unless the parties mutually agree in writing to forgo mandatory mediation or factfinding.
5. On or before March 25 or within twenty-five days after the certification of the amounts to be distributed to each local system and each school district, whichever occurs last in time, negotiations, mediation, and factfinding shall end.
6. If an agreement has not been achieved on or before the date in item 5 above, either party may, within fourteen days after such date, file a petition with the commission to resolve the dispute.
7. The commission shall render a decision on or before September 15.

There shall be no fewer than four negotiations meetings between the certificated and instructional employees' collective bargaining agent and the governing board's bargaining agent prior to mediation, unless the parties agree to a new negotiated agreement. Either party may seek a bargaining order as provided in statute at any stage in the negotiations.

In seeking~~Either party may seek~~ a bargaining order, ~~at any stage in the negotiations.~~ The commission shall provide the parties with the names of five individuals qualified to serve as the resolution officer. If the parties cannot agree on an individual, each party shall alternately strike names, with the remaining individual serving as the resolution officer.

The resolution officer may:

1. determine whether the issues are ready for hearing and settlement;
2. identify for resolution terms and conditions of employment that are in dispute and which were negotiated in good faith but upon which no agreement was reached;
3. accept terms and conditions;
4. schedule hearings;
5. prescribe rules of conduct for conferences;

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6. order additional mediation if necessary;
7. take any other action which may aid in resolution of the dispute; and
8. consult with an interested outside party only with the concurrence of all parties.

The resolution officer shall choose the most reasonable final offer on each issue in dispute. If either party is dissatisfied with the resolution officer's decision, it shall have the right to file an action with the commission seeking a determination of terms and conditions of employment. The commission shall resolve, as provided by statute, all of the issues identified by either party and which were recognized by the resolution officer as a dispute. If parties have not filed with the commission by the latter of March 25 or within twenty-five days after the certification of school funds, the decision of the resolution officer shall be deemed final and binding.

Legal Reference: Neb. Statute 48-811, 816, and 818

Cross Reference: 201.01 Board Powers and Responsibilities

## EMPLOYEE CONDUCT AND APPEARANCE

Employees are role models for the students who come in contact with them during and after school hours. The board recognizes the positive effect employees can have on students in this capacity. To this end, the board strongly suggests and encourages employees to dress themselves, groom themselves and conduct themselves in a manner appropriate to the educational environment.

Employees shall conduct themselves in a professional manner. Employees shall dress in attire appropriate for their position. Clothing should be neat, clean, and in good taste. Discretion and common sense call for an avoidance of extremes which would interfere with or have an effect on the educational process.

Certificated employees of the school district shall follow the code of ethics for their profession as established by the Nebraska Professional Practices Commission.

Every report of alleged violations of employee conduct 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 employee conduct investigation, potential issues of 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 discrimination as well as the incidents of alleged violations of employee conduct policies.

Legal Reference: NDE Rule 27

Cross Reference: 305 Administrative Code Of Ethics  
402.02 Employee Orientation  
404.06 Harassment by Employees  
404.07 Substance-Free Workplace  
408 Certificated Employee Termination of Employment  
414 Support Staff Termination of Employment

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## HARASSMENT

Harassment of employees, students, volunteers or visitors will not be tolerated in the school district. School district includes school district facilities, school district property, or property within the jurisdiction of the school district; while on school-owned or school-operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the district.

Harassment includes, but is not limited to, race (including skin color, hair texture, and protective hairstyles), religion, national or ethnic origin, color, marital status, disability, sex, veteran status, age, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other prohibited status. Harassment by board members, administrators, employees, parents, vendors, and others doing business with the school district is prohibited. 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.

Harassment on the basis of race, religion, national or ethnic origin, color, marital status, disability, sex, veteran status, age, pregnancy, childbirth or related medical condition, or other prohibited status means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble individuals when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs, activities or employment;
- submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or
- creating an intimidating, offensive or hostile learning or work environment.

Harassment as set forth above may include, but is not limited to the following:

- verbal, physical or written harassment or abuse or unwelcome communication implying sexual motives or intentions;;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, achievements, etc.;
- demeaning jokes, stories, or activities directed at an individual;
- pressure for sexual activity; repeated remarks to a person with sexual or demeaning implications;

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- unwelcome touching;

- unwelcome and offensive public sexual display of affection;

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- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's job, promotions, recommendations, etc.

Employees, students, volunteers or visitors who believe they have suffered harassment shall report such matters to the Compliance Coordinator or building principal.

Every report of alleged violations of this policy 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 this policy, 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 this policy.

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 to promptly and reasonably investigate claims of harassment and to pass the findings on to the superintendent who shall complete such further investigation as deemed necessary and take such final action as appropriate. It is the intention of the district to complete its investigation within ten (10) working days after receiving a complaint unless extenuating circumstances such as unavailability of a witness or needing additional time because of the complexity of the investigation or the need to involve outside experts. The extended timeframe for investigation due to extenuating circumstances shall not exceed ten (10) days without the consent of the complainant, unless the alleged victim agrees to a longer time limit. 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. This policy should be used when an employee is the alleged harasser or the alleged victim. It is strongly recommended the investigator and alternate investigator be of opposite sexes.

It shall also be the responsibility of the superintendent, in conjunction with the investigator and principals, to develop administrative rules regarding this policy. The superintendent or superintendent's designee shall also be responsible for organizing training programs to educate employees, students and others involved with the school district about harassment and the school district's policy prohibiting harassment. The training shall include how to recognize harassment and what to do in case an individual is

harassed. The employee training will be documented in personnel files to ensure a record of training for each employee.

Legal Reference: 42 U.S.C. §§ 2000e et seq. (1994).  
29 C.F.R. Pt. 1604.11 (1996).

Cross Reference: 103 Equal Educational Opportunity  
402.01 Equal Opportunity Employment  
402.05 Employee Grievances  
403.03 Abuse of Students by School District Employees  
405 Employee Conduct and Appearance  
504.18 Harassment By Students  
505 Student Discipline

## ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES

Physical or sexual abuse of students, including inappropriate and intentional sexual behavior, by employees will not be tolerated. The definition of employees for the purpose of this policy includes not only those who work for pay but also those who are volunteers of the school district under the direction and control of the school district. Employees found in violation of this policy will be subject to disciplinary action up to and including discharge.

The school district will respond promptly to allegations of abuse of students by school district employees by investigating or arranging for the investigation of an allegation. The processing of a complaint or allegation will be handled confidentially to the maximum extent possible. Employees are required to assist in the investigation when requested to provide information and to maintain the confidentiality of the reporting and investigation process.

The superintendent will appoint an investigator and alternate investigator of opposite sexes. The investigator will pass the findings on to the superintendent who will complete any further investigations as deemed necessary and take appropriate final action.

Every report of alleged violations of this policy 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 abuse of students investigation, potential issues of 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 discrimination as well as the incidents of alleged violations of this policy.

The superintendent is responsible for implementing this policy and for organizing employee training when needed relating to this policy. Procedures shall be reviewed periodically for adequacy and accuracy.

Cross Reference:                   403.02 Child Abuse Reporting  
  404.06 Harassment by Employees  
  505.06 Corporal Punishment

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_



Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

### WORKPLACE PRIVACY

The district will not:

1. Require or request that an employee or applicant provide or disclose any ~~user~~ name/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 \_\_\_\_\_

## RECOGNITION FOR SERVICE OF EMPLOYEES AND OTHERS

The board recognizes and appreciates service given to the district. Employees, board members, volunteers or others associated with the operations of the district may be honored by the board, administration and staff in an appropriate manner by the awarding of plaques, certificates of achievement, or items of value.

If the form of recognition thought appropriate by the administration and employees involves unusual expense to the school district, the superintendent shall seek prior approval from the board. Any expenditure for recognition of service shall be limited to \$100 per individual per occasion.

The district may authorize, upon a majority vote of the entire board, one recognition dinner each year for elected and appointed officials, employees, or volunteers of the district. In the event that a recognition dinner is authorized by board action, whether for elected and appointed officials, employees, or volunteers jointly or separately, the maximum cost which may be authorized by the board for such dinners shall not exceed ~~\$5025~~ per elected or appointed official, employee, or volunteer in attendance.

Legal Reference: Neb. Statute 13-2203

Cross Reference: 408 Certificated Employee Termination of Employment  
414 Support Staff Termination of Employment

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



EQUAL OPPORTUNITY EMPLOYMENT

The \_\_\_\_\_ School District shall provide equal opportunity to employees and applicants for employment in accordance with applicable equal employment opportunity and non-discrimination laws, directives and regulations of federal, state and local governing bodies. Opportunity to all employees and applicants for employment includes hiring, placement, promotion, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination. Employees will support and comply with the district's established equal employment opportunity and non-discrimination policies. Employees shall be given notice of this policy annually. The board shall appoint an employee to serve as non-discrimination Compliance Coordinator.

Individuals who file an application with the school district will be given consideration for employment if they meet or exceed the qualifications set by the board, administration, and Nebraska Department of Education for the position for which they apply. In employing individuals, the district will not discriminate in any aspect of employment with regard to race (including skin color, hair texture, and protective hairstyles), color, religion, national or ethnic origin, sex, disability, age, marital status, genetic background, veteran status, pregnancy, childbirth or related medical condition, or sexual orientation or gender identity.

Advertisements and notices for vacancies within the district shall contain the following statement: "The \_\_\_\_\_ School District is an equal opportunity employer (EOE)." The statement shall also appear on application forms.

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, shall be directed to the Compliance Coordinator:

Name and/or Title: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone No.: \_\_\_\_\_

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, One Petticoat Lane, 1010 Walnut Street, Suite 320, Kansas City, MO 64106, (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.

This inquiry or complaint to the federal office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_



## PUBLIC COMMENT IN BOARD MEETINGS

The board recognizes the importance of citizen participation in school district matters. ~~In order 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 a specific time during the meeting] [and] [prior to the discussion of each agenda item].~~ ~~If the pressure of business or other circumstances dictate, the board president may decide to eliminate this practice~~ meeting except closed sessions, at a particular meeting and will announce that decision at the beginning of the meeting. those times specified by the board. The orderly process of the board meeting shall not be interfered with or disrupted. ~~Subjects for comment should involve areas within the board's proper responsibility~~ 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 5 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 \_\_\_\_\_





## 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 by either of the following means:~~  
~~available,~~

1. Publishing in a local newspaper of general circulation within the district's jurisdiction, publishing on the newspaper's web site-, if available, and posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers; or
2. Posting to the newspaper's website, if available, and posting to a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of a newspaper of general circulation within the public body's jurisdiction is to be finalized for printing prior to the time and date of the meeting.

If the newspaper refuses, neglects, or is unable to publish the notice on time, the district ~~shall~~ may (1) post ~~theits~~ notice on ~~the newspaper's~~ website, if available, ~~and~~ (2) post ~~theits~~ notice in at least on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers, and (3) post its notice in a conspicuous places in public place within 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 \_\_\_\_\_



## BOARD ORGANIZATIONAL MEETING

An annual organizational board meeting shall be held at which all newly elected board members will assume their duties and take the oath of office. At the annual meeting, the board shall appoint all necessary board officers and committees for a term of one year or until the election of their successors.

The superintendent shall assume chairmanship of the meeting for the purpose of electing a board president. Ballots for officers may be cast in secret but the total vote for each candidate shall be recorded by the secretary.

Choose One:

- If a tie occurs in selecting a President and it is not broken after (five, other number) ballots, the President will be determined by flipping a coin, followed by a vote to make the selection official.
- If a tie occurs in selecting a President and it is not broken after (five, other number) ballots, the highest returning officer from the previous board in order of President, Vice President, Secretary, and Treasurer shall assume the position of President until or unless a different board member is chosen as Board President at some future date. A vote of the board will then officially confirm the selection of the President under this method.

The board shall also appoint the superintendent or another qualified employee as the district's Non-discrimination Compliance Coordinator for the year to meet federal Equal Employment Opportunity requirements.

The board shall pass a resolution for re-adoption of all existing policies, regulations, and handbooks for the governance of the district.

Legal Reference:                   Neb. Statute 79-724  
  84-712  
  84-1413

Cross Reference:                   201.01 Board Powers and Responsibilities  
  201.02 Board Membership - Elections/Appointment

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

## EQUAL EDUCATIONAL OPPORTUNITY

The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

The district does not discriminate on the basis of race (including skin color, hair texture, and protective hairstyles), color, religion, national origin, age, sex, disability, or marital status, sexual orientation or gender identity in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated as Compliance Coordinator to handle inquiries regarding the non-discrimination policies:

Name and/or Title: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone No.: \_\_\_\_\_

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, sex, disability, age or marital status of the individual or individuals or creates an intimidating, hostile or demeaning environment for education.

Every report of alleged violations of this policy 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 this policy, 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 this policy.

Legal Reference:           Neb. Statute 79-2,114-2,124  
                                  20 U.S.C. §§ 1221 et seq.  
                                  20 U.S.C. §§ 1681 et seq.  
                                  20 U.S.C. §§ 1701 -1721  
                                  29 U.S. C. § 794  
                                  42 U.S.C. §§ 12101 et seq.  
                                  28 C.F.R. Pt. 35.1  
                                  34 C.F.R. Pt. 100  
                                  34 C.F.R. Pt. 104  
                                  34 C.F.R. Pt. 106

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

Cross Reference

- 102 Educational Philosophy of the District
- 402.01 Equal Employment Opportunity
- 404.06 Harassment by Employees
- 501 Objectives for Equal Educational Opportunities for  
Students
- 504.18 Harassment by Students