

HEARTLAND COMMUNITY SCHOOLS
EMPOWERING EXCELLENCE - Every Student, Every Day

Minutes for
Board of Education Regular Meeting

Monday, July 8, 2024 8:00 PM

Conference Room

1501 Front St

Henderson, NE 68371-8929

Notice of the meeting was posted in the Henderson News on July 4, 2024.

Attendance

Mr. Gary Braun: Present
Lacey Gloystein: Present
Ryan Goertzen: Present
Jen Hiebner: Present
Tyler Newton: Present
Tammy Ott: Absent

1. Preliminary Procedures

1.1. Call to Order

1.2. Recognize Notice of Meeting

1.3. Recognize Open Meetings Act Posting

Excuse the absence of Tammy Ott. Passed with a motion by Tyler Newton and a second by Ryan Goertzen.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

1.4. Roll Call

2. Hearings

2.1. Policy 504.19: Student Fees

No testimony was offered.

2.2. Policy 504.20: Bullying Prevention

No testimony was offered.

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

No testimony was offered.

3. Public Comments On Agenda Items

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

4. Reports

4.1. **Superintendent's Report**

5. **Discussion Items**

5.1. **Annual Policy Review: Student Fees, Bullying Prevention, Parental Involvement**

5.2. **Additions & Renovations Project Update**

5.3. **24-25 Admissions & Activities Prices**

5.4. **Teacher Evaluation Frameworks**

5.5. **Principal Evaluation Frameworks**

The Board reviewed the teacher evaluation frameworks for the coming year.

5.6. **Jr.-Sr. High School Student Handbook**

The Board discussed and reviewed specific handbook rules and regulations specific to cell phones.

5.7. **Pre-Year Events**

6. **Action Items**

6.1. **Approved 24-25 Jr.-Sr. High School Student Handbook Changes**

Approve changes to the 7-12 Student Handbook for the 24-25 school year as presented. Passed with a motion by Tyler Newton and a second by Ryan Goertzen.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

Approve as presented. Passed with a motion by Tyler Newton and a second by Ryan Goertzen.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

Approve changes to the 7-12 Student Handbook for the 24-25 school year as presented. Passed with a motion by Tyler Newton and a second by Ryan Goertzen.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

6.2. **Approve 24-25 Elementary School Student Handbook Changes**

Approve changes to the Elementary Student Handbook for the 24-25 school year as presented.

Passed with a motion by Tyler Newton and a second by Ryan Goertzen.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

6.3. **Annual Policy Review: Fees, Bullying Prevention, Parental Involvement**

Approve Policy 504.19 Student Fees, Policy 504.20 Bullying Prevention, and Policy 1005.03 Parental Involvement as reviewed for the 24-25 school year as presented. Passed with a motion by Tyler Newton and a second by Jen Hiebner.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

6.4. **Adopt Policy Manual Revisions & Updates**

Approve the adoption or revision of all policies identified in the attached table, Table 7-10-24, as they are herein presented. Passed with a motion by Tyler Newton and a second by Ryan Goertzen.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

6.5. **Approve 24-25 Meal Prices**

Approve 24-25 meal prices as presented. Passed with a motion by Tyler Newton and a second by Jen Hiebner.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

6.6. Approve 24-25 Admissions & Activities Prices

Approve 24-25 Activities/Admissions prices as presented. Passed with a motion by Jen Hiebner and a second by Ryan Goertzen.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

6.7. Approve 24-25 Substitute Teacher Rates

Approve 24-25 substitute teacher pay rates as presented. Passed with a motion by Lacey Gloystein and a second by Tyler Newton.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

7. Future Agenda Items

7.1. Regular Meeting: Monday, August 12, 2024 @ 8 PM

7.2. Special Meeting: Monday, August 26, 2024 @ TBD

8. Consent Agenda

Approve the Consent Agenda as presented. Passed with a motion by Ryan Goertzen and a second by Jen Hiebner.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

8.1. Approval of Minutes

8.1.1. Regular Meeting: Monday, June 10, 2024

8.1.2. Special Meeting: Tuesday, June 25, 2024

Meeting to be held at 7 PM.

8.2. Approval of Treasurer's Report

8.3. Approval of Claims

8.4. Financial Reports

9. Closed Session

Entered into Closed Session at 10:19 PM.

Exited Closed Session at 10:48 PM.

Enter into Closed Session for the specific purpose of conducting a strategy session regarding a potential real estate purchase. Passed with a motion by Tyler Newton and a second by Ryan Goertzen.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

9.1. Strategy Session Related To Potential Purchase Of Real Estate

10. Adjournment

Adjourn meeting at 10:49. Passed with a motion by Tyler Newton and a second by Jen Hiebner.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

Board President

Board Secretary

Public Hearing: 2024 - 2025 Student Fees Policy

Policy 504.19: Student Fees (attached)

Recommendation: No changes are being recommended to the policy governing student fees for the 2024 - 2025 school year.

Recent Year Charges: A list of the fees collected from students per the Student Fees policy from the recent, 23-24 school year is listed below.

23-24 Student Fees Collected

Meal Charges	Breakfast Sales	\$91,400.46
	Lunch Sales	
	Extra Milk Sales	
	Non-Reimbursable Sales (extras)	
Pre-School	Tuition	\$9,945.00
Admission	Activity Passes	\$3,150.00
Indust. Tech / Ag.	Student Project Materials Cost	\$707.37
Computer Deposits	Self-Insurance & Misc. Charges	\$4,360.50
TOTAL		\$109,563.33

HEARTLAND COMMUNITY SCHOOLS
EMPOWERING EXCELLENCE

STUDENT FEES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Approved:

Reviewed: July 10, 2023

Revised:

Meal Price Recommendations

24-25 Recommended Meal Prices

Breakfast

K-6: \$1.95 (no increase)

7-12: \$1.95 (no increase)

Adult: USDA required minimum

Lunch

K-6: \$3.10 (no increase)

7-12: \$3.25 (no increase)

Adult: USDA required minimum

2nd Entrée: \$1.25 (\$0.25 increase)

Extra Milk

\$0.55 (\$0.05 increase)

23-24 Meal Prices

Breakfast

K-6: \$1.95

7-12: \$1.95

Lunch

K-6: \$3.10

7-12: \$3.25

2nd Entrée: \$1.00

Extra Milk

\$0.50

HEARTLAND COMMUNITY SCHOOLS

EMPOWERING EXCELLENCE: Every Student, Every Day

24-25 PROPOSED

Activities Admission Prices

Event Admission

Students (K-12) \$5.00

Adults \$6.00

Seniors (65+) \$2.00

Jr. High Events FREE

Maximum Family Cost per event \$20

Yearly Passes

Family \$180

Single Adults \$75

Students (K-12) \$50

Conference & NSAA

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

Activities Admission prices currently recommended for 24-25 represent no change/increase from the prices set for 23-24.

Public Hearing: 2024 - 2025 Bullying Prevention Policy

Policy 504.20: Bullying Prevention – a copy of the current HCS policy regarding bullying prevention is attached/enclosed hereto.

Recommendation: No changes are being recommended to the bullying prevention policy for the 2024-2025 school year.

BULLYING PREVENTION

The board recognizes the negative impact that bullying has on student health, welfare, safety, and the school's learning environment and prohibits such behavior. Bullying is defined as any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, at a designated school bus stop, or at school-sponsored activities or school-sponsored athletic events.

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

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

This policy shall be reviewed annually.

Legal Reference: Neb. Statute 79-2,137

Cross Reference: 505 Student Discipline

Approved:

Reviewed: July 10, 2023

Revised:

Public Hearing: 2024 - 2025 Parental & Family Involvement Policy

Policy 1005.03: Parental Involvement (attached)

Recommendation: No changes are being recommended to the parental involvement policy for the 2024 - 2025 school year.

PARENTAL AND FAMILY INVOLVEMENT IN THE SCHOOLS

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

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

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

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

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

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

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

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

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

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

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

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

Approved:

Reviewed: July 10, 2023

Revised:

HEARTLAND ***COMMUNITY SCHOOLS***

1501 Front Street
Henderson, Nebraska 68371

Phone: (402) 723-4434
Fax: (402) 723-4431

July 8, 2024

TO: Heartland Community Schools Board of Education
FROM: Jeremy Klein, Superintendent
RE: Board Report (July 2024)

Regular July Board Meeting Reminder

Our regular July meeting is scheduled for Monday, July 8, 2024, at 8 PM in the Conference Room.

Please let Gary or I know if you need to be absent from the meeting.

Committee Meeting Reminders

Pre-Construction meeting: Monday, July 8th @ 1 PM

Consent Agenda: Minutes

Approval of the consent agenda will include approval of the minutes from the following meetings:

- Regular Meeting (June 10, 2024)
- Special Meeting (June 25, 2024)

Consent Agenda: Claims

Approval of the month's claims are included in the consent agenda. Let me know if you have any questions on any claims prior to the meeting – I can either answer your question or bring an answer to the meeting.

Dates / Events Of Note

July 8: Regular July Board Meeting @ 8 PM
August 12: Regular August Board Meeting @ 8 PM
August 12: First Day For All Staff
August 15: First Day Of School
August 26: Special Board Meeting – Fiscal Year Closeout @ TBD
September 9: Regular September Board Meeting @ 8 PM

STUDENT FEES

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4. Transportation fees for option students not qualifying for free lunches and nonresident students as allowed by state statute;
5. Copies of student files or records as allowed by state statute;
6. Reimbursement to the district for property lost or damaged by the student;
7. Before-and-after-school or prekindergarten services in accordance with state statute;
8. Summer school or night school; and
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The maximum dollar amount of each fee must be specified as part of this policy.

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Cross Reference: 505.05 Fines for Lost or Damaged Items
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Approved:

Reviewed: July 10, 2023

Revised:

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3. The board will build the schools' and parents' and family members' capacity for strong parental and family involvement;
4. The board will coordinate and integrate parental and family involvement strategies under Title I with other programs such as Head Start, Reading First, etc.;
5. The board will conduct with the involvement of parents and family members, an annual evaluation of the content and effectiveness of the parental and family involvement policy in improving the academic quality of the school served including identifying barriers to greater participation by parents and family members in Title I activities (with particular attention to parents and families who have low income, Limited English Proficient (LEP), minorities, disabilities and low literacy) and use the findings of the evaluation to design strategies for more effective parental and family involvement and to revise, as necessary, the parental and family involvement policies; and
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 No Child Left Behind, Title I, Sec. 1118, P.L. 107-110

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

Approved:

Reviewed: July 10, 2023

Revised:

24-25 PROPOSED

Activities Admission Prices

Event Admission

Students (K-12) \$5.00

Adults \$6.00

Seniors (65+) \$2.00

Jr. High Events FREE

Maximum Family Cost per event \$20

Yearly Passes

Family \$180

Single Adults \$75

Students (K-12) \$50

Conference & NSAA

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

Activities Admission prices currently recommended for 24-25 represent no change/increase from the prices set for 23-24.

SUMMATIVE TEACHER/EDUCATIONAL SPECIALIST
EVALUATION-PERMANENT TEACHER/SPECIALISTS



*Heartland Community
Schools*

TEACHER/SPECIALIST INFORMATION:

Teacher/Specialist Name: [Click here to enter text.](#)
Evaluator: [Click here to enter text.](#)

Grade/Subject Area: [Click here to](#)
School Year: [Click here to enter text.](#)

Part I: Nebraska Effective Practices (see detailed Frameworks rubrics)

EFFECTIVE PRACTICE: (1) Planning and Preparation. The teacher plans using district and state content standards, district-supported curriculum, instructional materials and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.

Evaluator Rating	Description
☐ Proficient	The teacher plans for students to meet district and state content standards. Examples of possible indicators include: • Collaboration with colleagues aligning curriculum vertically and horizontally. • Applying research based strategies. • Provide challenging opportunities for all students to reach their highest level of excellence. • Use data and identify learning goals and instructional objectives for students.
☐ Unsatisfactory	The teacher does not use district and state content standards, district-supported curriculum, instructional materials and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.

Evaluator's Comments:

[Click here to enter text.](#)

EFFECTIVE PRACTICE: (2) The Learning Environment. The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social emotional development, and academic growth and achievement.

Rating	Description
☐ Proficient	The teacher creates and maintains an active learning environment that fosters positive relationships with each student, and promotes ownership through student engagement in learning, development, achievement, and safety. The teacher promotes diversity through recognition of students' experiences, social-emotional, linguistic, and physical strengths and needs.
☐ Unsatisfactory	The teacher fails to create and/or maintain a safe, effective, or engaging learning environment
Evaluators Comments:	

EFFECTIVE PRACTICE: (3) Instructional Strategies. The teacher uses effective instructional strategies to ensure growth in student achievement.

Evaluator Rating	Description
☐ Proficient	The teacher regularly uses effective instructional strategies to ensure growth in student achievement. Examples of possible indicators include: • Uses a variety of strategies • Uses multimodal instructional tools • Engages students in rigorous learning experiences
☐ Unsatisfactory	The teacher fails to use effective instructional strategies and growth in student achievement is below expectations.
Evaluator's Comments:	
Click here to enter text.	

EFFECTIVE PRACTICE: (4) Assessment. The teacher systematically uses a balanced assessment system that includes formative, interim, and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting.

Evaluator Rating	Description
☐ Proficient	The teacher consistently and systematically develops and uses multiple methods of formative, interim, and summative assessment to measure student progress. The teacher uses assessment results when planning, preparing for instruction, and reporting.
☐ Unsatisfactory	The teacher has little or no understanding of assessment methods and uses them inconsistently or incorrectly. Assessment results are ignored or not used appropriately.
Evaluator's Comments:	
Click here to enter text.	

EFFECTIVE PRACTICE: (5) Professionalism. The teacher exhibits a commitment to professional ethics and the school's vision, mission and goals, and is a responsible member of the professional community.

Evaluator Rating	Description
☐ Proficient	The teacher consistently models ethical and responsible behavior as a member of the professional community by developing appropriate relationships with staff, students, and families, maintaining confidentiality, and following school policies in an effort to enhance each student's academic success and well-being.
☐ Unsatisfactory	The teacher fails to act in an ethical and/or professional responsible manner.
Evaluator's Comments:	
Click here to enter text.	

EFFECTIVE PRACTICE: (6) Vision and Collaboration. The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement.

Evaluator Rating	Description
☐ Proficient	The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement with specific needs of students in mind. Collaboration with colleagues should ensure vertical alignment and appropriate pacing of curriculum.
☐ Unsatisfactory	The teacher fails to contribute to and promote the vision of the school. The teacher fails to recognize his/her responsibility to collaborate with students, families, colleagues, and the larger community, and to share responsibility for the growth of student learning, development, and achievement.
Evaluator's Comments:	
Click here to enter text.	

SUMMARY OF EFFECTIVE PRACTICES

Areas of Strength
Click here to enter text.
Areas of Development
Click here to enter text.

- ☐ Plan for Improvement for targeted areas for growth.
- ☐ Plan for Assistance attached (required for rating "Unsatisfactory" on any of the Effective Practices)

Additional Comments
Click here to enter text:

Part II: Student Learning Objectives/Specialist Program Objectives. (Combined rating; attach SLO/SPO Templates)

Evaluator Rating	Description
☐ Proficient	Results across all Student Learning Objectives/Specialist Program Objectives demonstrate that objectives have been met or nearly met on an overall basis, and all or nearly all students or program criteria show growth in the areas of students' academic, physical, social-emotional, and mental health needs. Special populations show significant learning gains, or program elements improved at the expected level. SLO/SPO design shows appropriate quality and rigor and implementation strategies were effectively carried out. The teacher/educational specialist's impact on student learning or program improvement is evident.
☐ Unsatisfactory	Results across all Student Learning Objectives/Specialist Program Objectives demonstrate that objectives were not met or met only partially, and student achievement growth or program improvement is significantly below expectations. In addition, SLO/SPO design may have been deficient in quality and/or rigor and implementation strategies were not effectively carried out.
Evaluator's Comments:	
Click here to enter text.	

- ☐ Plan for Improvement attached for targeted areas for growth.
- ☐ Plan for Assistance attached (required for rating "Unsatisfactory")

Part III: Individual Professional Development Plan. (Attach Plan document)

Evaluator Rating	Description
☐ Proficient	The Individual Professional Development Plan's goal(s) have been met or nearly met on an overall basis. There is evidence that implementation and completion of the Plan has led to a positive change in job performance.
☐ Unsatisfactory	The Individual Professional Development Plan's goal(s) have not been met to a satisfactory degree. Implementation of the plan has not led to a positive change in job performance.
Evaluator's Comments:	
Click here to enter text.	

- ☐ Plan for Improvement attached for targeted areas for growth.
- ☐ Plan for Assistance attached (required for rating of "Unsatisfactory")

Part IV: Local District Standards (Optional)

Local District Standards Meets District Standards	Meets District Standards	
	☐ YES	☐ NO
	☐ YES	☐ NO
	☐ YES	☐ NO
	☐ YES	☐ NO

Overall Rating for Local District Standards Meets District Standards

☐ Yes	☐ No

Evaluator's Comments:

Click here to enter text.

Part V: Overall Rating.

Evaluator Rating	Description
☐ Proficient	In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional development and school leadership efforts.
☐ Unsatisfactory	In the judgment of the evaluator based on a review of the evidence collected, the teacher/educational specialist does not meet district performance standards for a significant segment of the evaluative criteria and improvement efforts have been inadequate.

- ☐ Plan for Assistance attached (required for Overall rating of "Unsatisfactory")

Evaluator's Comments:**Areas of Strength**

Click here to enter text.

Areas of Development

Click here to enter text.

- ☐ Contract Renewal for next year is recommended.
- ☐ Contract Renewal for next year is not recommended.

Additional Comments

Click here to enter text.

The signatures below certify that the evaluation and its results have been discussed between the teacher/specialist and his or her evaluator. As the teacher/specialist, I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained within the evaluation.

Evaluator Signature:

_____ **Date:** _____

Teacher/Specialist Signature:

_____ **Date:** _____

Part VI: Attachments (attach the following items)

1. Record of Evaluation Activities
2. Annual Self-Assessment (Optional)
3. Classroom Observation Summaries
4. Student Learning Objectives/Specialist Program Objectives Templates
5. Individual Professional Development Plan
6. Plan for Improvement (if any)
7. Plan of Assistance (if any)

Part VI: Record of Evaluation Activities (Summative Year)

Activity	Date	Teacher/Specialist Signature	Evaluator Signature
Orientation/Annual Notice			
Annual Self-Assessment Completed and Submitted (Optional)			
Student Learning Objectives/Specialist Program Objectives Approval			
Individual Professional Development Plan Approval			
Dates of Observation			
Formal Observation			
Formal Observation			
Other Observations			
1.			
2.			
3.			
4.			
Dates of Observation Conferences:			
1.			
2.			
3.			
4.			
SLO/SPO Review Conference			
SLO/SPO Summative Conference			
IDP Plan Review Conference			
IDP Plan Summative Conference			
Summative Evaluation Conference			

Principal Evaluation Heartland Community Schools

Introduction

The process of evaluating a principal is a very important tool in the entire improvement effort of a school district. It defines expectations, enhances communication, prioritizes district goals and encourages supervisors to focus their attention on the principal's role in improving achievement for all students.

A new approach to principal evaluation that reflects a systems approach is particularly in order in these times of increased accountability. A process as important as this one should be guided by a set of ethics — values and beliefs — that support the work so both the principal and supervisors can operate with integrity. The following principles are offered as an ethical compass to guide this important work.

An effective evaluation process is predicated on a spirit of providing feedback for growth, not on finding evidence of shortcomings. The purpose of this process is to improve performance, not prove incompetence. If a supervisor is considering evaluation for the purposes of termination, other processes should be employed.

Operating Principles

A comprehensive principal evaluation process must:

1. Align with District Performance Frameworks.
Rationale: The Board of Education has endorsed Performance Frameworks as expectations for building principals.
2. Be intended to acknowledge strengths and improve performance.
Rationale: An effective evaluation process is predicated on a spirit of providing feedback for growth.
3. Connect academic, social, emotional and developmental growth for all students in the building/system.
Rationale: Multiple indicators for all types of student growth must be included in the definition of accountability.
4. Recognize the importance of a principal's role in improving the culture of the learning community.
Rationale: Research is very clear that the quality of leadership in a building has a direct correlation to positive relationships and the achievement levels of all learners.
5. Have research-based criteria about effective principal behaviors which are substantiated by measurable data from multiple sources, and are legal, feasible, accurate and useful.
Rationale: Examples may include self-assessment, a portfolio compiled by the principal, student achievement data, the school improvement plan, artifacts that address previous goals, and meeting agendas.
6. Provide opportunities for personal and professional growth as a facilitator/leader of learning.
Rationale: Evaluation processes must consider the needs of the whole professional and be oriented toward continuous improvement.
7. Be ongoing and connected to school improvement goals.
Rationale: An evaluation is a process, not a once a year conversation, and must be connected to the District and School Improvement plans.
8. Align building and district goals with community members' vision for education.
Rationale: Goals cannot be developed in isolation; district and building goals must reflect the community's highest hope for their public schools.

Heartland Community Schools
Principal Evaluation
Performance Frameworks

Standard 1: Vision for Learning. The principal establishes and communicates a vision for teaching and learning that results in improved student achievement.

Standard 2: Continuous School Improvement. The principal leads a continuous school improvement process that results in improved student performance and school effectiveness.

Standard 3: Instructional Leadership. The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.

Standard 4: Culture for Learning. The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.

Standard 5: Systems Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Standard 6: Staff Leadership. The principal uses effective personnel practices to select, develop, support, and lead high quality teachers and non-teaching staff.

Standard 7: Developing Relationships. The principal promotes and supports productive relationships with students, staff, families, and the community.

Standard 8: Professional Ethics and Advocacy. The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school. (see 1 below)

1 The principal is expected at a minimum to meet the ethical requirements set forth in Nebraska Department of Education Rule 27, to satisfactorily complete the job duties set forth in the Principal's Job Description, and to comply with Board policies and the directions of the Superintendent, and to perform the job descriptors for each standard at a satisfactory level.

Timeline for Principal Evaluation

SUGGESTED TIMELINE

ACTION

Late Spring	1. Principal and superintendent review vision, mission and district goals. 2. Superintendent and principal will review job description and evaluation process, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance.
Early Summer	3. Principal creates an Action Plan, which is measurable and has timelines. The Action Plans are mutually agreed to by the principal and superintendent. 4. A Professional Growth Plan is developed by the principal to support his/her learning goals and shared with the superintendent.
Prior to the Start of School	5. Evaluation process and forms are reviewed with new administrators.
Quarterly or Early Winter	6. Principal makes interim reports regarding Action Plan progress.
Early Spring	7. Principal completes a self-assessment of the evaluation form(s) including Action Plans and/or Growth Plan. Documents and data used to support the measurable outcomes are prepared and presented to the superintendent. 8. The official evaluation document(s) is shared, clarified and discussed with the principal. Changes to the evaluation may be made as a result of the discussions. Remediation Targets (if any) will be included as a part of the final evaluation document(s) as a confidential, personnel record. 9. A copy of the final written evaluation form is placed in the principal's personnel folder.

Part #1 - Job Responsibilities and Effective Practices**Standard #1 - Vision for Learning**

The principal establishes and communicates a vision for teaching and learning that results in improved student achievement.

Example Indicators

The Principal:

- a) Uses varied sources of information and analyzes multiple sources of data about current practices and outcomes to shape the vision, mission, and goals of the school.
- b) Engages constituent groups within the school community to develop commitment to the vision, mission, and goals of the school.
- c) Aligns the school's vision, mission, and goals to district, state, and federal policies.
- d) Communicates the vision in order to establish high expectations for student performance.
- e) Leads a systematic review of the vision, mission, and goals and revises as appropriate.

Evidence:	<u>Summary Rating</u> Standard Met Standard Not Met
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Superintendent's Comments:

Standard #2 - Continuous School Improvement

The principal leads a continuous school improvement process that results in improved student performance and school effectiveness.

Example Indicators

The Principal:

- A) Develops and implements, in collaboration with the school community, a school improvement plan that is aligned with district, state, and federal guidelines and goals.
- B) Maintains comprehensive and current information about students, academic achievement, school effectiveness, and the school community.
- C) Makes informed decisions based on student achievement data, research, and best practices to improve teaching and learning.
- D) Uses technology to increase school efficiency and effectiveness.
- E) Revises the school improvement plan based on a systematic review of progress toward its goals.
- F) Uses the continuous improvement plan to guide professional development within the school community.

Evidence:	Summary Rating Standard Met Standard Not Met
-----------	--

Superintendent's Comments:

Standard #3 - Instructional Leadership

The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.

Example Indicators

The Principal:

- a) Promotes teaching practices based on sound instructional theory and professional collaboration to meet the learning needs of all students.
- b) Ensures that the instructional program is aligned with content standards, includes effective instructional and assessment practices, and protects instructional time to maximize learning.
- c) Supports the selection of instructional content that maximizes individual student learning and provides appropriate multiple perspectives.
- d) Uses student performance data from multiple assessments to evaluate the curriculum and instructional program.
- e) Assumes responsibility for the continued improvement of student learning within the school and holds staff accountable for the growth of student achievement across the curriculum.

Evidence:	Summary Rating Standard Met Standard Not Met
-----------	--

Superintendent’s Comments:

Standard #4 - Culture for Learning

The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.

Example Indicators

The Principal:

- a) Provides full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.
- b) Develops a culture of high expectations for self, students, and staff.
- c) Fosters an environment of respect and rapport based on clear guidelines for appropriate behavior.
- d) Uses multiple indicators of student performance to encourage the development of the whole child in a manner consistent with academic achievement.
- e) Identifies barriers to student learning and development, and devises strategies to reduce or eliminate them.
- f) Maintains a high level of visibility within the school community, and recognizes the accomplishments of students and staff.
- g) Leads an ongoing assessment of the school climate and culture.

Evidence:	<u>Summary Rating</u> Standard Met Standard Not Met
-----------	--

Superintendent's Comments:

Standard #5 - Systems Management

The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Example Indicators

The Principal:

- a) Allocates financial, material, and human resources to support the educational program.
- b) Monitors the school's site, facilities, services, and equipment to provide a safe and orderly environment.
- c) Identifies and resolves problems, manages conflict, and builds consensus to achieve the efficient operation of the school.
- d) Communicates with community agencies to provide a safe school environment.
- e) Develops procedures for the effective use of technology among staff, students, and the school community.
- f) Understands school law and its impact on staff, students, and families, and complies with local, state, and federal mandates.
- g) Guides and influences policy makers as they develop regulations, policies, and laws that impact the school.

Evidence:	<u>Summary Rating</u> Standard Met Standard Not Met
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Superintendent's Comments:

Standard #6 - Staff Leadership

The principal uses effective personnel practices to select, develop, support, and lead high quality teachers and non-teaching staff.

Example Indicators

The Principal:

- a) Recruits, hires, develops, and retains high quality professional and support staff to realize the school’s vision.
- b) Develops and supports an effective learning environment for teachers and other staff.
- c) Mentors emerging staff leaders in order to build leadership capacity within the school community.
- d) Supervises the school’s staff members and holds them accountable for results based on high expectations and professional standards.
- e) Implements a performance evaluation system and a professional development program for teachers and instructional support staff based on a common instructional language and effective teaching practices.
- f) Models continuous learning and provides professional development opportunities for all staff.

Evidence:	Summary Rating Standard Met Standard Not Met
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Superintendent’s Comments:

Standard #7 - Developing Relationships

The principal promotes and supports productive relationships with students, staff, families, and the community.

Example Indicators

The Principal:

- a) Builds relationships that support the school and its vision.
- b) Develops an understanding of the community's cultural, social, and intellectual resources among students and staff, and makes use of those resources to strengthen the school.
- c) Encourages active family and community participation in the learning process to enhance student achievement.
- d) Strengthens the educational program by soliciting information from families and community members.
- e) Uses effective public information strategies.
- f) Creates strategic partnerships with business, religious, political, and other community leaders in order to carry out the school's mission.
- g) Strives to develop understanding and respect for others among students and staff.

Evidence:	<u>Summary Rating</u> Standard Met Standard Not Met
-----------	---

Superintendent's Comments:

Standard #8 - Professional Ethics and Advocacy

The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school.

Example Indicators

The Principal:

- a) Treats others with dignity and respect.
- b) Protects the established rights and confidentiality of students and staff.
- c) Seeks to make decisions that are just, fair, and equitable.
- d) Models and articulates reflective practice, transparency, and ethical behavior in accordance with established standards.
- e) Holds others in the school community accountable for demonstrating integrity and ethical behavior.
- f) Advocates for public policies that ensure appropriate and equitable resources for the education system.
- g) Responds to the political, social, economic, legal and cultural environment in which the school exists.

Evidence:	<u>Summary Rating</u> Standard Met Standard Not Met
-----------	--

Superintendent's Comments:

Part #2 - Overall Summative

Job Responsibilities	Meets Standard	Does Not Meet Standard
Standard #1 - Vision for Learning		
Standard #2 - Continuous School Improvement		
Standard #3 - Instructional Leadership		
Standard #4 - Culture for Learning		
Standard #5 - Systems Management		
Standard #6 - Staff Leadership		
Standard #7 - Develop Relationships		
Standard #8 - Professional Ethics and Advocacy		

Significant Achievements:

Areas for Growth:

Principal's Summative Comments:

Superintendent's Summative Comments:

Recommendation for Continuous Improvement:

_____ Professional Growth Plan

_____ Action Plans

_____ New/Modified Job Targets

_____ Improvement Plan & Remediation Targets

Principal's Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____

Part #3 - Target Goals & Action Plans

List up to 3 significant job targets and measurable outcomes, in the context of the district and building school improvement plans, to be accomplished in the next school year.

Target	Standard	Outcome & Data Source
		Outcome:
		Data Source:
		Outcome:
		Data Source:
		Outcome:
		Data Source:

Principal's Comments:

Superintendent's Comments:

Signatures:

Principal

Date

Superintendent

Date

HEARTLAND COMMUNITY SCHOOLS

2024 - 2025 SCHOOL CALENDAR

August 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Aug. 9 New Teacher Orientation
 Aug. 12-14 Teacher Inservice
 Aug. 15 K-12 Classes Begin (11:40 Dismissal)

Sept. 2 No School - Labor Day
 Sept. 9 No School - Professional Development

Oct. 11 Last Day - 1st Quarter
 Oct. 14 First Day - 2nd Quarter
 Oct. 21 No School - Professional Development
 Oct. 21 PTC 4:30 PM - 8:30 PM
 Oct. 22 PTC 4:30 PM - 8:30 PM
 Oct. 25 No School - Fall Break

Nov. 8 No School - Professional Development
 Nov. 27-29 No School - Thanksgiving Break

Dec. 20 Last Day - 1st Semester
 Dec. 22-26 NSAA Moratorium
 Dec. 23-31 No School - Holiday Break

Jan. 1 - 3 No School - Holiday Break
 Jan. 6 - 7 No School - Professional Development
 Jan. 8 Classes Resume / 1st Day - 2nd Semester
 Jan. 17 No School - Mid-Winter Break

Feb. 14 No School - Mid-Winter Break

Mar. 7 No School - Professional Development
 Mar. 10 PTC 4:30 PM - 8:30 PM
 Mar. 11 PTC 4:30 PM - 8:30 PM
 Mar. 12 Last Day - 3rd Quarter
 Mar. 13 No School - Professional Development
 Mar. 14 No School - Winter Break
 Mar. 17 First Day - 4th Quarter

Apr. 15 No School - Staff Workday (HS Track Invite)
 Apr. 18 No School - Spring Break
 Apr. 21 No School - Spring Break

May 7 Seniors' Last Day
 May 11 Graduation
 May 21 Last Day - 2nd Semester (11:30 Dismissal)

January 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

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

1st Quarter	40	Student Days
	44	Teacher Days
2nd Quarter	44	Student Days
	47	Teacher Days
3rd Quarter	43	Student Days
	47	Teacher Days
4th Quarter	45	Student Days
	47	Teacher Days
1st Semester	84	Student Days
	91	Teacher Days
2nd Semester	88	Student Days
	94	Teacher Days
School Year	172	Student Days
	185	Teacher Days

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

NSAA DATES	
Start of Fall Practices	Aug. 12
District Golf	Oct. 7-8
State Golf	Oct. 14-15
State Football 1st Rd.	Oct. 24
State Volleyball	Nov. 6-7-8-9
Start of Winter Practices	Nov. 18
District One-Act	Week of Dec. 2
NSAA Moratorium	Dec. 22-26
Girls State Basketball	Mar. 5-6-7-8
Boys State Basketball	Mar. 12-13-14-15
Start of Spring Practices	Mar. 3
District Music	Week of Apr. 22
District Track	May 14 or 15
District Golf	May 19-20
State Track	May 23-24
State Golf	May 28-29



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

Article 4, Section 1, add

FOREIGN EXCHANGE STUDENTS- Heartland Community Schools will accept no more than two foreign exchange students per year. The students must be approved by the principal. Families wishing to host a foreign exchange student should check the availability with the principal before making a commitment to a Foreign Exchange Student Agency. Foreign Exchange Students are expected to follow attendance requirements and the rules of Heartland Community Schools. Foreign exchange students will not be accepted after August 1 of the upcoming school year.

Student Attire

STUDENT ATTIRE

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

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

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

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

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

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

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

Article 5, Section 3

REQUIREMENTS FOR GRADUATION

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

English	40 hours	Comp. Appl.	5 hours
Math	30 hours	Coding	5 hours (2026)
Science	30 hours	Speech	5 hours
Social Studies	30 hours	Health	5 hours
(American History, World History, American Government, Economics required)		P.E.	10 hours
		Fine Arts	5 hours
		(Art, Vocal Music, Band)	

230 credit hours required for graduation.

New Proposed Guidelines- Highlighted Yellow (Current Guidelines are Listed Below the highlighted portion for Comparison)

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

Section 1: GUIDELINES FOR INTERSCHOLASTIC ACTIVITIES

These policies are in agreement with the Nebraska State Activities Association and the National Federation of State High School Athletic Association.

I. PHILOSOPHY

Interscholastic activities shall be an integral part of the total secondary school educational program for the purpose of providing educational experiences not otherwise provided for in the curriculum. These experiences will contribute to the development of better citizens by allowing students to positively enhance their knowledge, their skills, and their emotional patterns. Emphasis shall be upon teaching through activities.

II. OBJECTIVES

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

III. GENERAL INFORMATION FOR ACTIVITIES

1. Each student who expects to participate in athletics shall once each year present a physician's certification stating he/she is physically fit to participate prior to competing in practice or competition.
2. If an athlete is under medical advice not to participate, he/she will not be allowed to do so regardless of the feelings of the athlete, parents, or coaches. Upon returning to practice he/she must have a written doctor's report of that nature.
3. Each athlete must be covered by accident insurance provided by the parent or guardian. In the event the family or guardian does not have insurance coverage, the same shall

provide a signed statement declaring the school not liable for any expenses incurred by injury or accident.

4. Dress of team members making trips should be clean, neat, and in good taste.
5. Student participants will travel to and from out-of-town events as a unit. Any exception to this rule must be approved by the parents in writing and the coach/sponsor.
6. Heartland Community Schools has a no-cut policy in all activities. No student will be cut or dropped from a team because of lack of ability.
7. Students that are issued equipment are responsible for the equipment, and if it is lost or abused, he/she will pay for replacement on the value left on the equipment. This will be assessed by the activity sponsor in charge and approved by the athletic director or principal.

Section 2: ATTENDANCE

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

Section 3: ACADEMIC STANDARDS

Any student failing two or more classes will be on probation for a period of one week (beginning Sunday), thus notifying the parent and student the need for raising the grade. If the student is still failing two or more classes the following week, the student will be ineligible for extracurricular activities that week (beginning Sunday). Once the student is no longer failing 2 or more classes, the student will be eligible the following Sunday. In addition to expectations for current classes, students will also have a one week probation period for classes in which they have earned an incomplete. If the student has not completed the course after the one week probation period, the student will be ineligible the following week until the incomplete work has been turned in and graded.

A list of activities is found on Page 61. This list includes but is not limited to activities for which eligibility based upon meeting academic standards applies.

Possible scenario for a student being eligible/ineligible:

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

Section 4: TIER 1 CODE OF CONDUCT

Grooming and dress. Participants must at all times be appropriately groomed and dressed for the activity that they are participating in.

- A participant's attire (e.g. clothing, jewelry, piercings, adornments, accessories, etc.) and grooming (e.g. hairstyles, hygiene, etc.) must not be clearly inappropriate for the occasion.
- A participant's attire or grooming must not increase risks to the health/safety of the participant or to others.
- A participant's grooming and dress must generally align with the educational purposes of the school district as articulated in the school's Mission, Vision, and Beliefs.
- The ability for participants to participate in practices, competitions, public performances, etc. may be affected should they fail to meet reasonable expectations for grooming and dress.
- The coach/sponsor of an activity/activity program is given broad discretion to give direction and/or guidance to participants in general areas of concern as it relates to grooming and dress.

- f. The coach/sponsor of an activity/activity program is encouraged to collaborate with participants, a participant's parents/guardians, or school administration when attempting to resolve significant or delicate areas of concern related to grooming and dress.
2. Dependability and attendance. Participants are expected to demonstrate a high degree of dependability by maintaining regular and consistent attendance in school and in their school activities.
- a. The ability for participants to participate in competitions, public performances, etc. may be affected should they fail to demonstrate adequate attendance in those school activities (i.e. practices, competitions, etc.).
 - i. Coaches/sponsors of activities are given broad discretion to align the roles, opportunities, and responsibilities that they delegate to participants in proportion to the dependability, preparation, and ability demonstrated by participants.
 - b. An '*intentional skip*' is a situation where a participant intentionally fails to attend a required activity that is approved by the district such as practices, competitions, etc. by choice (i.e. the only determining factor was the participant's decision to not be in attendance). An intentional skip would not include circumstances involving illness, conflicts with related to a participant's involvement in their other activities, or conflicts related to participant's family-circumstances.
 - i. When an intentional skip occurs, a coach/sponsor will be permitted, but is not required, to suspend the participant for the next, immediate competition, public performance, etc.
 - 1. When a student is suspended from participation they will not be allowed in any form or fashion to travel with, dress with, prepare with, bench with, appear with, or assist with the team/group as it relates to the specific competition, public performance, etc. for which they are suspended.
 - 2. The participant will, however, continue to be required to participate as normal related to non-competition/performance days, events, practices, etc.
 - 3. Prior to the suspension taking effect, the coach/sponsor will be required to notify the participant, the A.D., the principal, and a parent/guardian in writing. The use of email will be sufficient to meet this requirement.
 - 4. An appeal of such determination can be made to the principal.
 - a. The appeal must be in writing and submitted by a parent/guardian.
 - b. Only one appeal can be made per occurrence.
 - c. The appeal must be submitted prior to the suspension taking practical effect.
 - d. The only grounds for appeal will be demonstrating that the participant did not intentionally skip participation in their required activity.

- ii. If a participant accumulates two or more intentional skips, the coach/sponsor of that activity may, but is not required to, make a written request to the school administration that the participant be dismissed from the activity/activity program for the remainder of the school year.
 - 1. Such request must be made in writing and provided to the participant, the A.D., the principal, and a parent/guardian of the participant. The use of email will be sufficient to meet this requirement.
 - 2. Determinations of suspension or removal based on these grounds will be made in writing and such determinations can only be made through unanimous agreement of the coach/sponsor, A.D. and principal; such determinations will then require written approval of the superintendent.
 - 3. An appeal of such determination can be made to the superintendent.
 - a. The appeal must be in writing and submitted by a parent/guardian.
 - b. Only one appeal can be made per occurrence.
 - c. The appeal must be submitted within 3 school days of the superintendent's initial approval.
 - d. The written appeal must state the grounds upon which the appeal is being made.
3. Curfew. Activity sponsors may be allowed to establish reasonable curfew rules for participants of their activity. In such cases, said curfew rules must be approved by the A.D., the principal, and the superintendent prior to taking effect.
- a. Participants in an activity/program will be expected to meet such properly established curfew expectations for that activity.
 - b. The ability for participants to participate in competitions, public performances, etc. may be affected should they fail to satisfactorily meet the curfew expectations properly established for that activity/program.
 - c. When a gross or aggravated violation of a curfew rule occurs, a coach/sponsor will be permitted, but is not required, to suspend the participant for the next, immediate competition, public performance, etc.
 - i. When a student is suspended from participation they will not be allowed in any form or fashion to travel with, dress with, prepare with, bench with, appear with, or assist with the team/group as it relates to the specific competition, public performance, etc. for which they are suspended.
 - ii. The participant will, however, continue to be required to participate as normal related to non-competition/performance days, events, practices, etc.
 - iii. Prior to the suspension taking effect, the coach/sponsor will be required to notify the participant, the A.D., the principal, and a parent/guardian in writing. The use of email will be sufficient to meet this requirement.
 - iv. An appeal of such determination can be made to the principal.
 - 1. The appeal must be in writing and submitted by a parent/guardian.

2. Only one appeal can be made per occurrence.
3. The appeal must be submitted prior to the suspension taking practical effect.
4. The only grounds for appeal will be demonstrating that the participant did not commit a gross or aggravated violation of a properly established curfew rule.

4. Conduct unbecoming. All activities and activities programs provided by the district are done so with the express purpose of furthering school purposes in so much as all programs and participation in such programs should align with the Mission, Vision, and Beliefs of the district. All activities and activities programs provided by the school are unique opportunities provided to students to enhance their learning and development in alignment with the Mission, Vision, and Beliefs of the school. Accompanying these unique opportunities is a unique responsibility for those that chose to participate in the school's activities and activity programs. That responsibility includes acting as ambassadors and leaders of our school community - participants are expected to accept the responsibility of representing themselves, their activity, their school, and their communities as positive, mature, and respectful examples of the school and its Mission, Vision, and Beliefs.
 - a. Participants will be held accountable to meeting these expectations by the coach/sponsor of the activity in which they participate. Coaches/sponsors have the responsibility and authority to guide, counsel, and teach participants to this end within the programs that they supervise. Coaches/sponsors may issue reasonable consequences, not specifically prohibited by the school, in the course of carrying out their responsibilities.
 - b. Gross or aggravated circumstances of conduct unbecoming on the part of an activity participant may warrant the suspension of or the outright removal of a participant from participation and/or membership in an activity/activity program for up to the remainder of the current school year.
 - i. Said consideration can only be initiated in writing by the coach/sponsor, the A.D., or the principal.
 - ii. When such consideration initiated, the request to consider must be made in writing and provided to the participant, the A.D., the principal, and a parent/guardian of the participant.
 - iii. Determinations of suspension or removal based on these grounds will be can only be made through unanimous agreement of the coach/sponsor, A.D. and principal; such determinations will then require written approval of the superintendent.
 - iv. An appeal of such determination can be made to the superintendent.
 1. The appeal must be in writing and submitted by a parent/guardian.
 2. Only one appeal can be made per occurrence.
 3. The appeal must be submitted within 3 school days of the superintendent's initial approval.
 4. The written appeal must state the grounds upon which the appeal is being made.

Section 5: TIER 2 CODE OF CONDUCT

The Tier 2 Code of Conduct applies to all students in grades 7-12. Consequences for violations of the Tier 2 Code of Conduct will affect the ability for students in grades 7-12 to perform, compete, or otherwise publicly represent Heartland Community Schools through its various activities and/or extracurricular programs.

When The Policy Applies & When Violations Can Occur

Heartland Community Schools students can be found to be in violation of the school's Tier 2 Code of Conduct for offenses that are determined to be violations of the code of conduct when such offenses occur within the circumstances that are specified below:

1. At all times, places, or locations for the continuous period of time beginning at 12 AM on Monday of Week 6 (as determined by the standard NSAA calendar) through 11:59 PM on Saturday of Week 47 (as determined by the standard NSAA calendar).
2. At any time, place, or location while clearly acting under the umbrella of Heartland Community Schools or while under the custodial direction and/or supervision of Heartland Community Schools, its programs, its personnel, or its agents.
 - a. Common examples where this might occur outside of the 42-week timeframe specified above might include, but are not limited to: while attending an open gym in the summer, while attending a summer weight training session, while attending or traveling to a summer league or summer team camp event, while attending a music program trip, while attending a National FBLA Conference, etc.

Tier 2 Code of Conduct Violations

1. Intentional use, possession, purchase, theft, or distribution of any product containing or used to consume tobacco or nicotine (e.g. cigarettes, smokeless tobacco, e-cigarette, vape pen, vape cartridge, etc.). Determined by a preponderance of evidence.
2. Intentional use, possession, purchase, theft, or distribution of any product containing alcohol. Determined by a preponderance of evidence.
3. Is convicted, or determined by a preponderance of evidence, of committing an act that is defined in state law as a misdemeanor, other than a minor traffic violation or those violations identified in Violation 8.
4. Intentional use, possession, purchase, theft, or distribution of any product containing, or used to consume, kratom or any psychoactive cannabinoids (e.g. delta-8) Determined by a preponderance of evidence.
5. Intentional possession, purchase, theft, or distribution of any illegal drug paraphernalia. Determined by a preponderance of evidence.
6. Intentional, non-prescribed use, possession, purchase, theft, or distribution of any prescription drug. Determined by a preponderance of evidence.
7. Intentional use, possession, purchase, theft, or distribution of any illegal drug. Determined by a preponderance of evidence.
8. Is convicted, or determined by a preponderance of evidence, of committing an act that is defined in state law as misdemeanor abuse, assault, intimidation, or theft.
9. Is convicted, or determined by a preponderance of evidence, of committing an act that is defined in either state or federal law as a felony.

When Consequences Apply & When Ineligibility Can Occur

Heartland Community Schools students determined to be in violation of the Tier 2 Code of Conduct will be deemed to be ineligible for publicly competing, performing, or participating in school activities as a representative of Heartland Community Schools or any of its activity, extracurricular, or co-curricular programs to the extent that such participation is not directly related to any academic grading requirements.

A period of ineligibility will begin immediately upon the principal's determination that a violation has occurred, and the first day of the ineligibility period will coincide with the day that the student is provided with notice, in any form, of said determination. The length of a period of ineligibility will be based upon the type/seriousness of the violation, and the aggregate number of violations that a student has accumulated. All periods of ineligibility will be assigned in terms of calendar days and the length of said periods will be for the number of days prescribed below.

Activities and/or events for which an ineligibility period applies include, but are not limited to:

- | | |
|--|------------------------------------|
| 1. Interscholastic Athletic Competition | 8. Instrumental Music Performances |
| 2. Public Intra-scholastic Athletic Competitions | 9. Math Team |
| 3. Art Club | 10. National Honor Society |
| 4. Dances (including Homecoming and Prom) | 11. Out-Of-State Travel |
| 5. Drama Performances | 12. Overnight Travel |
| 6. FBLA | 13. Quiz Bowl |
| 7. FFA | 14. Robotics |
| | 15. Summer League Competitions |
| | 16. Team Camp Participation |
| | 17. Vocal Music Performances |

*** Ineligibility will not be applied to co-curricular events where performance/participation is an academic grading requirement - in all such cases such exemption requires prior approval of the principal.**

In novel or ambiguous circumstances where intent or precedent has not been clearly established, the school administration will apply the following standard:

Heartland Community Schools students determined to be in violation of the Tier 2 Code of Conduct will be ineligible to participate, perform, attend, or otherwise be involved in an event or excursion where such participation, performance, attendance, or involvement:

1. Would clearly imply that the student is publicly acting as a sponsored representative of the school; and
2. Would occur during the period of ineligibility that is properly assigned to any determination of violation in accordance with the established consequences in the Tier 2 Code of Conduct.

Assigned Periods Of Ineligibility

Violation		Prescribed Period Of Ineligibility For Competition / Public Performance / School Representation					
		A: 15 calendar days	B: 30 calendar days	C: 45 calendar days	D: 60 calendar days	E: 90 calendar days	F: 180 Calendar Days
1	Intentional use, possession, purchase, theft, or distribution of any product containing or used to consume tobacco or nicotine (e.g. cigarettes, smokeless tobacco, e-cigarette, vape pen, vape cartridge, etc.). Determined by a preponderance of evidence.	If first aggregate violation.	If second aggregate violation.	If third aggregate violation.	If fourth aggregate violation.	If fifth aggregate violation.	If sixth aggregate violation.
2	Intentional use, possession, purchase, theft, or distribution of any product containing alcohol. Determined by a preponderance of evidence.	If first aggregate violation.	If second aggregate violation.	If third aggregate violation.	If fourth aggregate violation.	If fifth aggregate violation.	If sixth aggregate violation.
3	Is convicted, or determined by a preponderance of evidence, of committing an act that is defined in state law as a misdemeanor, other than a minor traffic violation or those violations identified in Violation 8.		If first aggregate violation.	If second aggregate violation.	If third aggregate violation.	If fourth aggregate violation.	If fifth aggregate violation.
4	Intentional use, possession, purchase, theft, or distribution of any product containing, or used to consume, kratom or any psychoactive cannabinoids (e.g. delta-8). Determined by a preponderance of evidence.		If first aggregate violation.	If second aggregate violation.	If third aggregate violation.	If fourth aggregate violation.	If fifth aggregate violation.
5	Intentional possession, purchase, theft, or distribution of any illegal drug paraphernalia. Determined by a preponderance of evidence.		If first aggregate violation.	If second aggregate violation.	If third aggregate violation.	If fourth aggregate violation.	If fifth aggregate violation.
6	Intentional, non-prescribed use, possession, purchase, theft, or distribution of any prescription drug. Determined by a preponderance of evidence.			If first aggregate violation.	If second aggregate violation.	If third aggregate violation.	If fourth aggregate violation.
7	Intentional use, possession, purchase, theft, or distribution of any illegal drug. Determined by a preponderance of evidence.			If first aggregate violation.	If second aggregate violation.	If third aggregate violation.	If fourth aggregate violation.
8	Is convicted, or determined by a preponderance of evidence, of committing an act that is defined in state law as misdemeanor abuse, assault, intimidation, or theft.			If first aggregate violation.	If second aggregate violation.	If third aggregate violation.	If fourth aggregate violation.
9	Is convicted, or determined by a preponderance of evidence, of committing an act that is defined in either state or federal law as a felony.			If first aggregate violation.	If second aggregate violation.	If third aggregate violation.	If fourth aggregate violation.
Periods of ineligibility will begin on the day of determination. The day of determination will count as Day 1 as the days that constitute the period of ineligibility are counted out.							
Penalties listed herein are minimum penalties applicable only to eligibility in activities. The penalties prescribed herein, may be in addition to, or secondary to, other penalties as may be prescribed elsewhere in school regulations, board policy, state statute, or federal law.							

Report Of Alleged Violation

An alleged violation of the Tier 2 Code of Conduct will be evaluated once it is considered to be reported to the school principal. The process of evaluating alleged violations begins with a report to the school principal. An alleged violation is considered to be reported when sufficient information is discovered by the school administration, or brought forward to the school principal by a coach, sponsor, school personnel, through a public record, or other credible person or source of information.

Determination Of A Violation

After a reported violation, the principal will discuss the violation with the student and notify his/her parent(s). If the principal finds sufficient information exists to suggest that a violation likely has occurred within the jurisdictional authority of the school, they will investigate the allegation and the necessary facts directly related to the allegation. If upon a preponderance of the evidence available, the principal determines that a violation has occurred, the student along with their parent/guardian will be notified, along with the necessary school personnel. The principal will reduce their findings to writing and provide written notice to the parent/guardian.

Upon a determination of a violation, the principal will assign the appropriate period of ineligibility, said period of ineligibility will be for the number of days as prescribed in the handbook for the violation. The period of ineligibility will begin immediately upon the principal's determination and the first day of the ineligibility period will coincide with the day that the student is provided with notice, in any form, of said determination.

Appealing The Determination Of A Violation

A parent/guardian may appeal the determination of the principal to the superintendent. Any such appeal must be submitted to the superintendent in writing no later than the fifth day of the period of ineligibility assigned to the student. The superintendent will provide a written response to the request for appeal within 5 days of receiving the request for appeal. The request for appeal must include the grounds for the appeal. The only grounds for an appeal that can be considered are 1) whether the actions in question are a violation of the Tier 2 Code of Conduct, and 2) whether the consequences assigned to the student are congruent with the consequences prescribed by the handbook.

Periods Of Aggregation

In assigning periods of ineligibility for violations of the code of conduct, the principal will take into account the aggregate number of violations acquired by a student. Acquired violations will be aggregated during two separate periods. Violations that a student is determined to have acquired during their 7th and 8th grade years will be consecutively aggregated together. Violations that a student is determined to have acquired during their 9th, 10th, 11th, and 12th grade years will be consecutively aggregated together but separately from the aggregated violations that a student acquires during either their 7th or 8th grade years. Consequences (i.e. periods of ineligibility) for a violation that was determined to have occurred in either the 7th or 8th grade will not extend beyond the point in time in which a student is determined, for the purposes of this policy, to become a 9th grade student.

For the purposes of this policy:

Immediately upon their classification, for the purposes of this policy, as a 7th grade student, or at any such time that is subsequent to when such classification would have occurred, and through the time that they cease to be classified as a 12th grade student; Heartland Community Schools students must be classified as either a 7th, 8th, 9th, 10th, 11th or 12th grade student.

A Heartland Community Schools student becomes a 7th grade student at 12 AM on Monday of the Week 6 (as determined by the standard NSAA calendar) that immediately precedes the school year in which they will be classified by the school as being in 7th grade.

A Heartland Community Schools student becomes a 9th grade student at 12 AM on Monday of the Week 6 (as determined by the standard NSAA calendar) that immediately precedes the school year in which they will be classified by the school as being in 9th grade.

A Heartland Community Schools student ceases to be a 12th grade student at 12 AM on Monday of the Week 6 (as determined by the standard NSAA calendar) is immediately subsequent to the date upon which their high school diploma is conferred.

HEARTLAND COMMUNITY SCHOOL
TRAINING AND PARTICIPATION RULES AND VIOLATION REPORT

Student _____ Date of Violation _____

Nature of Violation _____

Discipline Action Taken _____

Violation Reported By _____ Date _____
Are there any previous violations this school year? _____
Yes & Date No _____

Did student admit to violation? _____
Yes No

Contact with parent/guardian _____

Yes & Date No Letter-Phone-Visit

Comments: _____

Other student(s) reported involved: _____

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

Signature of Reporting Administrator Date

Below this line are the old guidelines you can look at for comparison.

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

Section 1

GUIDELINES FOR INTERSCHOLASTIC ACTIVITIES

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

I. PHILOSOPHY

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

II. OBJECTIVES

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

Section 2

CODE OF CONDUCT

III. GENERAL TRAINING RULES FOR PARTICIPANTS FOR ALL ACTIVITIES (Approved 07-22-03)

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

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

f. Counseling: Although counseling is not required during the suspension, the student is strongly encouraged to seek counseling.

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

a. Any student suspended will forfeit any appointed or elected position for the remainder of the year.

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

OTHER PARTICIPATION RULES

1. The student must have an acceptable haircut; any hairstyle that impairs a student's vision will be considered unacceptable.

2. An obvious skip of practice will result in the student not participating in the scheduled contest for that week. A repeat of the violation could result in dismissal from the activity. The merit of the excuse is to be decided by the sponsor of that activity.

3. All students will obey the curfews set by each activity sponsor. Any student violating this curfew will not be allowed to participate in the next contest.

4. Swearing will not be tolerated and those guilty will be given suitable consequence and if continued will be dismissed from the activity. Suitable consequence will be determined by the sponsor of that activity.

5. Any unbecoming conduct by a student which reflects poorly on the Heartland Community Schools or activity sponsor, may result in expulsion from participation in the activity. This action, if necessary, will be taken by the activity sponsor working in connection with the administration.

Section 3

ATTENDANCE

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

7. Activities on Sunday are subject to the Superintendent's approval.

8. There will be no mandatory practice sessions held on days when school has been called off because of inclement weather.

Section 4

ACADEMIC STANDARDS

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

Possible scenario for a student being eligible/ineligible:

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

IV. GENERAL INFORMATION FOR ACTIVITIES

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

2. If an athlete is under medical advice not to participate, he/she will not be allowed to do so regardless of the feelings of the athlete, parents, or coaches. Upon returning to practice he/she must have a written doctor's report of that nature.

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

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

Student _____ Date of Violation _____

Nature of Violation _____

Discipline Action Taken _____

Violation Reported By _____ Date _____

Are there any previous violations this school year? _____

Yes & Date No

Did student admit to violation? _____

Yes

No

Contact with parent/guardian _____

Yes & Date No Letter-Phone-Visit

Comments: _____

Other student(s) reported involved: _____

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

Signature of Reporting Administrator Date

2024 - 2025

Heartland

Community Schools



Elementary Handbook Proposal

Current Wording:

Additional Student Conduct Expectations and Grounds for Discipline

The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

STUDENT ATTIRE

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

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

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

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

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

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

Proposed Changes:

Additional Student Conduct Expectations and Grounds for Discipline

The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

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Rationale:

The proposed changes will correlate with the 7-12 handbook to help with consistency throughout the building.

Clean Copy w/ Proposed Changes:

Additional Student Conduct Expectations and Grounds for Discipline

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STUDENT FEES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Approved:

Reviewed: July 10, 2023

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.

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: July 10, 2023

Revised:

PARENTAL AND FAMILY INVOLVEMENT IN THE SCHOOLS

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

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

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

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

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

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

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

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

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

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

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

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

Approved:

Reviewed: July 10, 2023

Revised:

TABLE 7-10-24: APPROVAL / ADOPTION OF POLICY MANUAL UPDATE REVISIONS

Policy		Revision To Existing or New	Source	Required, Recommended, or Optional	
204.07	Meeting Notice	Revision	Perry 8342 - May 2024	Required	
204.12	Public Participation At Board Meetings	Revision	Perry 8346 - May 2024	Required	
206.02	Association Membership	Revision	Perry 8240 - May 2024	Required	
402.17	Workplace Privacy	Revision / New	NASB - April 2024	Recommended	Since we do not have this policy in our current manual, it would be 'new'
409.01	Certificated Employee Professional Development	Revision	Perry 4141 - May 2024	Required	
502.02	Option Enrollment	Revision	Perry 5006 - May 2024	Required	
502.10	Assignment Of New Students	Revision	NASB - April 2024	Recommended	
503.01	Compulsory Attendance	Revision	Perry 5008 - May 2024	Required	
503.04	Addressing Barriers To Attendance	Revision	NASB - May 2024	Required	
504.03	Student Conduct	Revision	NASB - May 2024	Required	
504.06	Student Appearance	Revision	NASB - May 2024	Required	
504.11	Weapons	Revision	Perry 6700 - May 2024	Required	
504.17	Questioning Of Students By Outside Agencies	Revision	NASB - April 2024	Recommended	
606.09	Textbook Loan Program	Rescind	Perry Memo - May 2024	Recscission	Now handled by NDE - policy is no longer needed
607.10	Classroom Environment	Revision	Perry 6111 - May 2024	Required	
611.02	Promotion And Retention	Revision	Perry 5201 - May 2024	Required	
611.07	Graduation Requirements	Revision	NASB - May 2024	Required	
612.03	Childfind	Revision	NASB - April 2024	Required	
612.05	Individualized Education Program And Family Services	Revision	NASB - April 2024	Required	
706.01	Purchasing Procedures	Revision	Perry 3130 - May 2024	Required	
706.05	Contracting For Services	New	Perry 3140 - May 2024	Required	
802.05	Meal Charges	Revision	NASB - May 2024	Required	
1003.00	Examination Of District Records	Revision	NASB - May 2024	Required	

Revised: July 8, 2024

PUBLIC PARTICIPATION AT BOARD MEETINGS

A. Attend

Members of the public shall be permitted to attend and to speak at Board meetings. They will not be required to identify themselves as a condition for admission to the meeting.

The Board may allow advisors, consultants, and other persons who are not Board members to appear at the meeting via telephone or other similar means.

The President has the authority to assure that people conduct themselves in an orderly manner at the meeting. Undue interruption or other interference with the orderly conduct of business will not be allowed. The President may order persons who are disorderly to be removed from the meeting.

B. Hear

The Board will, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

C. Record

Members of the public may use recording devices (phone, video camera, etc.) to record any part of a board meeting, except for closed sessions. The President shall control the placement of the recording device so the device does not obstruct the view of Board members or other members of the public attending the meeting and does not otherwise interfere with the meeting.

D. Access to Written Materials

At least one copy of all reproducible written material to be discussed at an open meeting will be made available at the meeting for examination and copying by members of the public.

E. Speak

Members of the public will be permitted to speak at board meetings. Members of the public may also speak when invited to make a presentation or when recognized by the president. The Board may limit Public Comment to only items placed on the meeting agenda. Members of the public will not be required to have their name be placed on the agenda prior to the meeting in order to speak about items placed on the meeting agenda.

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 President may implement other reasonable requirements for public comment, consistent with the Open Meetings Act.

For regular meetings of the Board, individual speakers shall have up to 5 minutes to address the Board, and the Board shall hear up to 30 cumulative minutes of public comment.

For all meetings other than regular meetings of the Board, individual speakers shall have up to 2 minutes to address the Board, and the Board shall hear up to 10 cumulative minutes of public comment. The Board may vote to modify these time limits when the Board deems appropriate.

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

Approved:

Reviewed:

Revised: July 8, 2024

BOARD ASSOCIATION MEMBERSHIP

The Board of Education shall hold memberships in such school board associations as it may from time to time determine appropriate.

The Board will list on the school's website the organizations and memberships that the Board belongs to and the annual membership dues (if any) for such organizations and memberships, as well as the fees paid by the Board to any individual lobbyist or lobbying firm (if any).

Legal Reference: Neb. Rev. Stat. Sec. 79-512
 LB 304 (2024)

Cross Reference: 206.03 Board Member Development Opportunities

Approved

Reviewed

Revised: July 8, 2024

WORKPLACE PRIVACY

The district will not:

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

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

Recording of Conversations in the Workplace

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

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

Approved: July 8, 2024

Reviewed

Revised

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.

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.

The district shall provide and promote development programs for all professional staff - Superintendent, principals, teachers and the Board of education. Features of the staff development program:

1. Staff development resources and time shall be allocated in keeping with the key values and priorities of the district.
2. The staff development program shall concentrate on the programs and practices of effective schools and teaching, goal setting, assessment procedures, evaluation of staff, and the change process.
3. Content shall be selected that has been verified by research to improve student outcomes.
4. Teachers shall be actively involved in initiating, planning, and conducting the development programs for teachers.

At least annually, the administration will present to the Board the planned staff training as required by law.

Legal Reference: NDE Rule 10
Neb. Statute 79-830
LB 1329 (2024)

Cross Reference: 409.02 Certificated Employee Training, Workshops or
Conferences

Approved

Reviewed

Revised: July 8, 2024

NONRESIDENT STUDENTS/OPTION ENROLLMENT

A. Process and Time Lines to Option In

For a student to attend Heartland Community Schools as an option enrollment student, the student's parent or legal guardian must submit an application to the Board of Education of the Heartland Community School District between September 1 and March 15 for enrollment during the following and subsequent school years (the "application period").

Upon receipt of an application, the Superintendent or the Superintendent's designee shall provide the resident school district or, if the student attends a different district as an option student, the option district 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.

The application deadline will be waived by the School District for applications to option into the Heartland Community School District, provided that the application contains a release approval from the resident district or, if the student is an option student attending a different district, the option district attended by the student and satisfies any other requirements of law. Further, the application deadline shall not be waived if the application is for enrollment in any program, class, grade level or school building or in any special education programs operated by this School District which have been determined by the School District to be at capacity in accordance with the capacity standards, and no waiver of the deadline shall be made for such an application regardless of whether such capacity determinations are declared invalid for any reason.

B. Rejection of Applications; Reasons

1. Capacity: An option enrollment application shall be rejected in the event the capacity of a program, class, grade level, or school building operated by the School District would be exceeded by acceptance of the application, and an option enrollment application shall be rejected in the event the application is for enrollment in a program, class, grade level, or school building which has been declared unavailable to option students due to lack of capacity.

The Director of Special Education shall review on a case-by-case basis all option applications for students that would receive or could be eligible to receive special education or related services. If the Director or designee determines that the District does not have the capacity to provide the student with the appropriate services and accommodations, then the Director or designee shall send a denial notice to the parent(s) or guardian(s) and include a description of services and accommodations that the District does not have the capacity to provide.

2. Timeliness: An option enrollment application shall be rejected in the event the application is not filed on or before the April 1st immediately preceding the school year in which enrollment is sought, and the filing deadline has not been waived.
3. Previous Option Enrollment: An option enrollment application shall be rejected in the event the student has exhausted their option enrollments in other school districts, as determined by state law.
4. Other Reasons: An option enrollment application may be rejected in the event the Superintendent, the Superintendent's designee, or the School District determines: The application is not submitted on a form prescribed by the State Department of Education, is not completely and accurately filled in, is not received within the time required by law, or any additional information requested to be supplied is not supplied to the School District within the time lines indicated; or in the event acceptance of the application is not required by law. Matters which are legally prohibited from being considered as standards for acceptance or rejection of applications (including "previous academic achievement, athletic or extracurricular ability, disabilities, proficiency in the English language, or previous disciplinary proceedings" and further including, without limitation, race, national origin, and gender) shall not be considered as reasons for acceptance or rejection.

C. Priority of Acceptance

Priority shall be accorded in the following order: (1) those applications required to be given priority by law, (2) those with a sibling in attendance at Heartland Community Schools, with priority within this group being given to those who had earliest filed applications, and (3) those without an option student sibling in attendance at Heartland Community Schools, with priority within this group to those who had earliest filed applications.

Filing date determinations are made by the Superintendent, or the Superintendent's designee. In the event applications within a group are received at the same or substantially the same time, priority as between such same-date applications shall be determined on the basis of random drawing.

D. Determination of Capacity

The School District will determine and set, on an annual basis, the maximum number of option enrollment applications the School District will accept in any program, class, grade level or school building operated by this School District, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this School District will contract based on existing contractual

arrangements, and may declare a program, class or school unavailable to option students due to lack of capacity. Such determinations may be made in the form of an Appendix “1” to this Policy. The determination and declaration made for any school year shall continue in effect for the next and subsequent school years unless otherwise determined and/or declared. The capacity for special education services shall be determined on a case-by-case basis as determined by the Director of Special Education or designee.

E. Releases for Options Out

A request for release of a resident student of or option student currently attending Heartland Community School District who submits an enrollment option application after March 15 or any other statutory deadline will be granted only on the following conditions:

1. Kindergarten: A release will be granted where the application is for a student who is seeking to enroll and attend the Kindergarten grade level provided the application was filed on or before June 1 prior to the first semester of the next school year.
2. Siblings: A release will be granted where the application would allow the student to attend the same school as a sibling. A “sibling” for this purpose means a child who resides in the same household on a permanent basis with a student who is currently enrolled in the option district and who has the same natural or adoptive parent or who is a stepbrother or stepsister.
3. Educational Programming: A release will be granted where the needs of the student require the District to obtain additional staffing or equipment and it is in the best interests of the District and the student to enroll in the option district. The determination of whether this condition is met shall be made by the Superintendent or the Superintendent’s designee.
4. No Pending Expulsion: The deadline shall not be waived if the administration is considering or has recommended expulsion of the student at the time the application is filed, and the administration determines it is appropriate to complete the expulsion process.

The Superintendent or the Superintendent’s designee is hereby authorized to execute such releases on behalf of the School District and the School District.

F. Notification of Acceptance or Rejection

In the case of an application to option enroll into the School District, the Superintendent or the Superintendent's designee shall notify, in writing, the parent or legal guardian of the student, and the resident school district or, if the student is an option student attending a different district, that option district whether the application is accepted or rejected on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission.

If an option enrollment application or a request for release is rejected by the Heartland Community School District, the Superintendent or the Superintendent's designee shall provide written notification to the parent or guardian stating the reasons for the rejection and the process for appealing such rejection to the State Board of Education. Such notification shall be sent by certified mail.

G. Status of Option Student

A student who is admitted under the enrollment option program shall be treated as a resident student, and in such regard shall be required to provide such enrollment information and documentation as is required for enrollment of other students (e.g., certified birth certificate and evidence of physical examination, visual evaluation and immunization), shall be required to be enrolled on a full-time basis, and shall be required to adhere to student conduct rules. The building assignment for an option student, as well as classroom and grade level assignments, shall be determined solely by the administration.

An option student shall not be entitled to transportation except as required by law. Transportation or transportation reimbursement will be provided only in the following circumstances:

1. The Heartland Community School District may, upon mutual agreement with the parent or legal guardian of an option student, provide transportation to the option student on the same basis as provided for resident students. The school district may charge the parents of each option student transported a fee sufficient to recover the additional costs of such transportation.
2. Option students who qualify for free lunches are eligible for either free transportation or transportation reimbursement from the option school district. The District's policy is that the District selects which service (transportation or reimbursement) is to be provided to students.
3. For option students receiving special education services, the transportation services required in the student's Individualized Education Plan shall be provided by the resident school district.

H. Information Regarding Schools, Programs, Policies and Procedures.

As part of the option enrollment program, the administration shall make information about the Heartland Community Schools and its school, programs, policies and procedures available to all interested persons and shall have a copy of the option enrollment policy and regulations available at each school building.

Legal Reference: Neb. Rev. Stat. Sections 79-232 to 79-246

Approved: August 14, 2023

Reviewed:

Revised: July 8, 2024

ASSIGNMENT OF NEW STUDENTS TO CLASSES AND GRADE LEVELS

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

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

Cross Reference: 601 Goals and Objectives

Approved:

Reviewed:

Revised: July 8, 2024

COMPULSORY ATTENDANCE

Regular and punctual student attendance is required. The administration is responsible for developing further attendance rules and regulations, and all staff are expected to implement this policy and administrative rules and regulations to encourage regular and punctual student attendance. The District will maintain an accurate record of student attendance.

A. Attendance and Absences.

1. Circumstances of Absences – Definitions. The circumstances for all absences from school will be identified as School Excused or Not School Excused. Absences should be cleared through the Principal's office in advance whenever possible. All absences, except for illness and/or death in the family, require advance approval.
 - a. School Excused. Any of the following circumstances that lead to an absence will be identified as a School Excused absence, provided the required attendance procedures have been followed:
 - (1) Impossible or impracticable barriers outside the control of the parent or child prevent a student from attending school. The parent may be required to provide the school with documentation to demonstrate the absence was beyond the control of the parent or child. This could include, but is not limited to documented illness (including physical or mental illness), court, death of a family member, or suspension.
 - (2) Other absences as determined by the principal or the principal's designee.
 - b. Not School Excused. Absences that are not school excused may result in a report to the county attorney and may be classified as follows:
 - (1) Parent acknowledged absences are those in which the parent communicated with the school in the prescribed manner that the child is absent and is the parent's responsibility for the extent of the school day. This includes vacations or other events that do not meet the criteria for a School Excused absence.
 - (2) Other absences are those in which the parent has not communicated a reason for the student's absence.

2. Absence Procedure. In its Student Information System, the District may identify many different codes that provide greater definition to the circumstances of a child's absence, but all of the codes need to be identified to parents and students as fitting into one of the above defined absence circumstances.
3. Mandatory Ages of Attendance. A child is of mandatory age if the child will reach age 6 prior to January 1 of the then-current school year and has not reached 18 years of age.

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

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

Early Withdrawal for Students Enrolled in Accredited or Approved Schools. A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if an exit interview is conducted and a withdrawal form is signed.

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

The exit interview shall be personally attended by:

- The child, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable;
- the person who has legal or actual charge or control of the child who requested the exit interview;
- the Superintendent or Superintendent's designee;
- the child's principal or the principal's designee if the child at the time of the exit interview is enrolled in a school operated by the school district; and
- any other person requested by any of the required parties who agrees to attend the exit interview and is available at the time designated for the exit interview which may include, for example, other school personnel or the child's principal if the child is enrolled in a private school.

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

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

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

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

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

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

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

4. Reporting and Responding to Excessive Absenteeism. Any District staff member or board member who knows of any failure on the part of any child of mandatory school attendance age to attend school regularly without lawful reason, shall within three days report such violation to the Superintendent or Superintendent's designee to be the attendance officer. The attendance officer shall immediately cause an investigation into any such report to be made. The attendance officer shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the district, the attendance officer believes there is a violation of the compulsory attendance laws. The school shall render all services in its power to compel such child to attend school
5. Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter which are Not School Excused shall be deemed to have "excessive absences." Such absences shall be determined on a per day (or hourly equivalent) basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, school officials will have verbal or written communication with the person or persons who have legal or actual charge or control of any child.

When a student continues thereafter to have absences of at least twenty days which are Not School Excused, one or more meetings will be held between the school, the child's parent or guardian, and the child, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall 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:

- (a) The physical, mental, or behavioral health of the child.
- (b) Educational counseling;
- (c) Referral to community agencies for economic services;
- (d) Family or individual counseling; and
- (e) Assisting the family in working with other community services.

If the parent/guardian refuses to participate in such meeting, the principal shall place documentation of such refusal in the child's attendance records.

6. Reporting Excessive Absenteeism to the County Attorney.

The school may report to the county attorney of the county in which the person having control of the student resides when the school has documented the efforts to address excessive absences, the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than twenty (20) absences per school year. The school shall notify the child's family in writing prior to making the referral to the county attorney. Illness (including physical or mental illness) that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney.

Legal Reference: Neb. Rev. Stat. Sections 79-201 and 79-209

Cross Reference: 502 Student Admissions

Approved:

Reviewed:

Revised: July 8, 2024

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) Referral to community agencies for economic services;
 - (iv) Family or individual counseling; and
 - (v) Assisting the family in working with other community services.

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

Approved

Reviewed

Revised: July 8, 2024

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.

The code of conduct will be included in the student handbook, and a parent/guardian will sign and promptly return an acknowledgement of receipt of the handbook which specifically mentions the student code of conduct.

Legal Reference: Goss v. Lopez, 419 U.S. 565 (1975).
 Neb. Statute 79-2,114 et seq. (Nebr. Equal Opportunity
 in Education Act)
 79-254 et seq. (Student Discipline Act)

Cross Reference: 503 Student Attendance
 505 Student Conduct
 506 Student Activities
 1005.03 Parental and Family Involvement in the Schools

Approved

Reviewed

Revised: July 8, 2024

STUDENT APPEARANCE

The board believes inappropriate student appearance causes material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees and visitors.

Students are expected to adhere to standards of cleanliness, grooming and dress that are compatible with the requirements of a good 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 who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in any public or private location on the school grounds or at any school function where the person is otherwise authorized to be as long as the tribal regalia does not interfere with the educational process and is not detrimental to the health or safety of the student or another person.

It shall be the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations regarding this policy.

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

Cross Reference: 501 Objectives for Equal Educational Opportunities for
Students

Approved

Reviewed

Revised: July 8, 2024

WEAPONS

The board believes weapons and other dangerous objects and lookalikes 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. It shall be the responsibility of the superintendent, in conjunction with the principal, to implement this policy.

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

Weapons and other dangerous objects and lookalikes 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 lookalikes 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.

It shall be the policy of the [Name] Public School District to undertake all reasonable efforts to prohibit the unlawful possession, the knowingly and intentionally selling, attempting to sell, providing, loaning, delivering, or in any other way transferring the possession of a firearm to a juvenile, and to prevent the unlawful possession of a firearm, including concealed firearms, in a school, on school grounds, in a school owned vehicle, or at a school sponsored activity or athletic event.

This policy shall not apply to the issuance of firearms to or possession by members of the Armed Services of the United States, active or reserve, National Guard of the State, or Reserve Officers' Training Corps, peace officers, or qualified law enforcement officers or qualified retired law enforcement officers, as defined by and pursuant to state and federal law.

With the approval of the school, firearms also may be possessed by a person for the purpose of using them 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 lookalikes 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. Further, nothing in this policy shall be construed to require school action when a firearm is lawfully possessed by a person receiving instruction, or instruction under the immediate supervision of an adult instructor, or as to firearms contained within a private vehicle operated by someone other than a minor or prohibited person, as defined by law, and are enclosed in a case or inside the 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.

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.

Legal Reference: Neb. Statute 79-263
 Neb. Statute 28-1204.04
 Improving America's Schools Act of 1994, P.L. 103382.
 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 WellBeing

Approved

Reviewed

Revised: July 8, 2024

QUESTIONING OF STUDENTS BY OUTSIDE AGENCIES

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

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

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

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

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

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

Cross Reference: 403.02 Child Abuse Reporting
505 Student Discipline

Approved:

Reviewed:

Revised: July 8, 2024

TEXTBOOK LOAN PROGRAM

~~The superintendent of schools with the cooperation of the school district's principals will administer the textbook loans to resident children enrolled in private schools in Nebraska.~~

~~The district of will annually generate a list of textbooks designated for use in the schools. This will be done by December 1 of each year. The list of textbooks will be available in the superintendent's office. Copies of the textbook list will be made available to the public at the actual cost of duplicating the list in whole or in part.~~

~~The last day for receiving applications for textbook loans from parents or legal guardians residing within the school district for use during the following school year is January 15 of each year. A limit of 10 textbooks per student in grades K-6 and 8 textbooks per student in grades 7-12 has been established by NDE.~~

~~The district will make available to all eligible parties textbooks valued at no more than the total dollars allocated to the district by the State Department of Education. If the parental request exceeds the allocated dollars requests for textbooks used by elementary students will be given first priority. If the parental request for textbooks from parents representing resident elementary students exceeds allocated dollars, textbooks being used in the lower elementary will be given priority.~~

~~Parental requests will be filled on an ascending K-12 grade by grade basis. The total school district outlay in dollars will never exceed the allocation that the district is eligible to receive from the State Department of Education.~~

~~Ten days prior to the beginning of the district classes, the administration will notify parents or guardians in writing where and when textbooks will be available. Parents or legal guardians receiving textbooks will be required to sign a receipt at the time the textbooks are picked up on designated Form NDE-122-002. Parents or legal guardians shall return textbooks to the designated individual within the local school district within 15 days after the close of the school year. All textbooks are to be returned in reasonably good condition. Lost or damaged books will require that the parent or legal guardian reimburse the district for replacement costs.~~

~~It is important to understand that a textbook shall be defined to mean a "book which is designated for use in the classroom as the principal source of study in kindergarten through grade 12 in a public school district." Library books, workbooks, etc. are not eligible material for the definition of "textbook."~~

Legal Reference: Neb. Statute 79-734
NDE Rule 4

RESCINDED: July 8, 2024

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.

The District will only permit the Gall-Peters projection map (or a similar cylindrical equal-area projection map) or the AuthaGraph projection map for display or use in the classroom.

Legal Reference: LB 1329 (2024)

Approved

Reviewed

Revised July 8, 2024

STUDENT PROMOTION, RETENTION OR ACCELERATION

Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the Principal, in consultation with the student's teachers and counselor, to be appropriate for the educational interests of the student and the school's educational program.

If a parent or guardian would like their student to retake a grade level, the parent or guardian must meet with the Superintendent or designee to discuss the student repeating a grade. At that meeting, the parent or guardian must provide evidence of academic needs, illness, or excessive absenteeism that would warrant the student to repeat the grade.

1. In such cases, a student in kindergarten through fourth grade may be retained due to academic needs, illness, or excessive absenteeism.
2. In such cases, a student in grades fifth through twelfth grade may be retained due to excessive absenteeism.

At such meeting, the Superintendent or designee shall identify any alternative educational opportunities, including remedial instruction, if applicable, and verify any special education supports available to such student. If the student's parent or guardian still intends for their student to repeat a grade, such parent or guardian shall then complete the required form and return such form to the District. Upon completion of the form and if all requirements pursuant to this policy and law are met, the District shall permit the student to repeat the student's grade for the next school year.

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 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

Approved

Reviewed

Revised: July 8, 2024

GRADUATION REQUIREMENTS

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

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

The following credits will be required:

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

Total Required Hours for Graduation 230 credit hours

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

FAFSA

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.

Course Credit For Nine Weeks Grading Period

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

Special Education Students

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

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) 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 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.

Approved:

Review:

Revised: August 14, 2023

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.

Multidisciplinary Team (MDT)

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

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

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

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

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

Independent Education Evaluations (IEEs)

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

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

Approved

Reviewed

Revised: July 8, 2024

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>.

Approved

Reviewed

Revised: July 8, 2024

PURCHASING PROCEDURES

The Board recognizes the importance of a sound fiscal management program and expects the district to maintain an efficient and consistent procedure in purchasing materials and services for the school district.

All purchasing for the district will adhere to an approved purchase process that clearly establishes the contractual arrangement between the supplier and the school district.

Requests for equipment, materials, books, supplies, reimbursement claims and subsidiary accounts shall be made through the principal to the superintendent. No payment of a bill will be made without proper purchase documentation. The board may enter into multi-year contracts for periods not to exceed seven years, for the provision of utility services, refuse disposal, transportation services, maintenance services, financial services, insurance, security services, and instructional materials, supplies, and equipment. Any school employee who orders any supplies or equipment without authorization of the Superintendent shall be personally liable for payment for the supplies or equipment purchased. School employees or students purchasing supplies and equipment out of an activity account must first secure authorization from the Superintendent authorizing the purchase. Failure to do so will cause the person to be personally liable for payment for the supplies or equipment purchased.

The superintendent shall have the authority to authorize purchases costing under \$15,000 without prior board approval. When it is reasonable and practical to do so, the superintendent will request competitive bids for goods and services to ensure the best use of the district's financial resources. Competitive sealed bids are required in many instances for construction, remodeling or repair of school-owned buildings or site improvements that cost \$100,000 or more.

When obtaining competitive bids, the purchase will be made from the lowest responsible bidder based upon total cost considerations including, but not limited to, the cost of the goods and services being purchased, availability of service and/or repair, delivery date, the targeted small business procurement goal and other factors deemed relevant by the board.

Notwithstanding anything to the contrary, no employee may enter into any agreement or understanding on behalf of the District that may financially benefit the employee, member of the employee's immediate family, or a business with which the employee is associated, unless the Board of Education approves such contract or arrangement in advance.

The district will follow NDE guidelines and applicable state statutes for any purchases made through the Nebraska Department of Administrative Services.

Credit Card Purchasing Program

1. The Board of Education authorizes the Superintendent or designee to contract with one or more financial institutions, card-issuing banks, credit card companies, charge card companies, debit card companies, or third-party merchant banks capable of operating a purchasing card program on behalf of the District.
2. The Board of Education delegates to the Superintendent or designee: (a) the determination of the type of purchasing card or cards to be utilized in the District's purchasing card program; and (b) the determination of which employees shall be approved or disapproved to be assigned a purchasing card in the District's purchasing card program. The Superintendent shall submit the approved names to the Board, from time to time.
3. The District's purchasing card program may only be utilized for the purchase of goods and services for and on behalf of the District. No officer or employee of the District shall use a purchasing card for any unauthorized use.
4. An itemized receipt for purposes of tracking expenditures shall accompany all purchasing card purchases. In the event that a receipt does not accompany an authorized cardholder's purchase, the Superintendent or designee shall temporarily or permanently suspend said cardholder's purchasing card privileges.
5. Upon the termination or suspension of employment of an individual using a purchasing card, the Superintendent or designee shall immediately close such individual's purchasing card account and said employee shall immediately return the purchasing card.

Legal Reference: Neb. Rev. Stat. Sec. 13-610
 Neb. Rev. Stat. Sec. 49-1401, et seq
 Neb. Statute 73-106
 Neb. Statute 79-515
 Neb. Statute 79-10,104

Approved

Reviewed

Revised: July 8, 2024

CONTRACTING FOR SERVICES

Contractual services which by their nature are not adapted to award by competitive bidding, such as contracts for the services of individuals possessing a high degree of professional skill, where the ability or fitness of the individual plays an important part, are not subject to bid but are subject to approval by the Board of Education in conformity with established policy.

Every contract for services to be provided to [Name] Public Schools shall require that the contractor use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska. Such requirement shall be deemed to be included and a part of the terms of every contract for services with the School District, including but not limited to oral contracts.

For any company that submits a bid or proposal for any technology-related product or service, and before entering into any contract with any company for any technology-related product or service, the company must certify that: (1) the company is not a scrutinized company (as defined by law); (2) the company will not subcontract with any scrutinized company for any aspect of the performance of the contemplated contract; and (3) that any products or services to be provided do not originate with a scrutinized company. The District will not knowingly enter into any contract with any scrutinized company.

Legal Reference: Neb. Rev. Stat. Sec. 4-114
 LB 1300 (2024)

Approved: July 8, 2024

Reviewed

Revised

FREE OR REDUCED COST MEALS ELIGIBILITY AND MEAL CHARGES

The district shall comply with all state and federal laws applying to providing free and reduced meals under the National School Lunch Program, School Breakfast Program, and other related federal grant programs.

Free or Reduced Meals Eligibility

Families of students enrolled in the district who wish to qualify for free or reduced price meals may submit an application on or after July 1 for the current school year. If the financial situation of a household changes during the school year, they may submit a new application to become eligible. Applications are available at the Central Administrative Office of the school building.

Meal Charges

The written meal charge policy and guidelines shall be in place before the beginning of each school year and parents shall be advised of the available payment systems and meal prices. The district will encourage pre-payment of meal balances but the district must include a method for adding funds during the school day such as cash payments at the school office. A qualifying student with money to purchase a reduced price meal must be provided the meal; the district may not use that money for previously unpaid charges if the student intended to buy a meal that day.

All balances remaining in accounts shall carry over to the next month. Balances of households qualifying for free or reduced meals with funds remaining in the account at the end of the school year shall receive a refund. The district shall attempt to contact the household of all students transferring out or graduating from the district to return any unused funds remaining in the student's account. The district may set varying meal charge guidelines for students of different grade levels including charges relating to alternate meals, ala carte items and limits on charges that a parent may set for a student's daily lunch expenditures.

The district must set written guidelines regarding the collection of delinquent meal charges such as the amount of delinquent meal charges which initiate an established collection process, providing notice to households of those students and carrying out appropriate follow-up. Unpaid meal charges are classified as "delinquent debt" and remain on the food service accounting documents until they are collected or written off as uncollectible.

The following procedures will be followed in regard to all students' charging of meals:

- Access to the home use of school owned technology may be suspended for students with a negative lunch balance.
- No ala carte items may be purchased by students with a negative balance.
- An unpaid negative balance for 30 consecutive days may be taken to small claims court for resolution.

The district will not use a debt collection agency to directly or indirectly collect, or attempt to collect, debts due or assessed to be owed on a school lunch or breakfast account of any student nor will it assess or collect any interest, fees, or other monetary penalties for outstanding debts on a school lunch or breakfast account of any student.

Guidelines must also cover how the district will handle situations where children eligible for reduced price meals do not have money in their accounts to cover the cost of their meal at the time of service. Households must be notified of all payment methods used by the district, including any fees. At least one payment method must be free of charge. The district cannot solely require the use of an online payment system; another option must be available.

Confidentiality

The information provided by families on the free and reduced price application will be used only for determining eligibility for meal or milk benefits and verification of eligibility. Only staff members and organizations carrying out the activities of the School Lunch Act shall have access to this information.

The district should use methods of lunch payment systems such as pre-payment to avoid openly identifying children who qualify for free or reduced meals. Meal cards, tickets, tokens or other methods of payment must not be coded or colored to identify such status.

Policy Communication

This policy will be provided in writing to all households at the start of each school year and to households that transfer to the district during the school year.

This policy will also be provided annually to all district staff responsible for enforcing the policy including food service professionals. Staff members such as counselors, school nurses, homeless liaisons, and others assisting students in need should also be informed of the policy.

The district will maintain documentation of the annual distribution of this policy.

It shall be the responsibility of the superintendent to implement this policy.

Legal Reference: 42 U.S.C. §§ 1751 et seq.
7 C.F.R. §§ 210 et seq.
USDA Unpaid Meal Charges, SP 46-2016, 47-2016 and 57-2016.

Cross Reference: 504.19 Student Fees

Approved

Reviewed

Revised: July 8, 2024

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.

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 request is expected to cost more than \$50.00 or require more than eight cumulative hours of searching, identifying, physically redacting, or copying, the office 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: July 8, 2024

Meal Price Recommendations

24-25 Recommended Meal Prices

Breakfast

K-6: \$1.95 (no increase)

7-12: \$1.95 (no increase)

Adult: USDA required minimum

Lunch

K-6: \$3.10 (no increase)

7-12: \$3.25 (no increase)

Adult: USDA required minimum

2nd Entrée: \$1.25 (\$0.25 increase)

Extra Milk

\$0.55 (\$0.05 increase)

23-24 Meal Prices

Breakfast

K-6: \$1.95

7-12: \$1.95

Lunch

K-6: \$3.10

7-12: \$3.25

2nd Entrée: \$1.00

Extra Milk

\$0.50

HEARTLAND COMMUNITY SCHOOLS

EMPOWERING EXCELLENCE: Every Student, Every Day

24-25 PROPOSED

Activities Admission Prices

Event Admission

Students (K-12) \$5.00

Adults \$6.00

Seniors (65+) \$2.00

Jr. High Events FREE

Maximum Family Cost per event \$20

Yearly Passes

Family \$180

Single Adults \$75

Students (K-12) \$50

Conference & NSAA

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

Activities Admission prices currently recommended for 24-25 represent no change/increase from the prices set for 23-24.

Recommended Substitute Teacher Rates 2024-2025

RECOMMENDED 24-25 PAY RATES	CURRENT 23-24 PAY RATES
DAILY RATE: \$145 per day	DAILY RATE: \$140 per day
LONG-TERM RATE: 1/185th base salary starting 11th consecutive day \$221.15 per day	LONG-TERM RATE: 1/185th base salary starting 11th consecutive day \$216.27 per day

	Recommended Rate		Recommended Rate Estimates		Current/Prior Rate Estimates		Estimated Cost Increase For Rate Increase		2-Year CAGR	
	Daily Rate	Annual Increase	Salary Cost	Total Cost	Salary Cost	Total Cost	\$	%	%	
24-25	\$145	3.571%	\$58,000	\$68,150	\$56,000	\$65,800	\$2,350	3.571%	3.638%	24-25
23-24	\$140	3.704%	\$56,000	\$65,800	\$54,000	\$63,450	\$2,350	3.704%	8.012%	23-24
22-23	\$135	12.500%	\$54,000	\$63,450	\$48,000	\$56,400	\$7,050	12.500%	8.347%	22-23
21-22	\$120	4.348%	\$48,000	\$56,400	\$46,000	\$54,050	\$2,350	4.348%	2.151%	21-22
20-21	\$115	0.000%	\$46,000	\$54,050	\$46,000	\$54,050	\$0	0.000%	2.247%	20-21
19-20	\$115	4.545%	\$46,000	\$54,050	\$44,000	\$51,700	\$2,350	4.545%	2.247%	19-20
18-19	\$110	0.000%	\$44,000	\$51,700	\$44,000	\$51,700	\$0	0.000%	-	18-19

HEARTLAND COMMUNITY SCHOOLS				
	Year	Daily Sub Rate	Teacher's Base Salary	Relative to Base Salary
	24-25	\$145	\$40,913	0.354%
	23-24	\$140	\$40,010	0.350%
	22-23	\$135	\$39,283	0.344%
	21-22	\$120	\$38,683	0.310%
	20-21	\$115	\$38,033	0.302%
	19-20	\$115	\$37,633	0.306%
	18-19	\$110	\$37,083	0.297%
	17-18	\$110	\$36,333	0.303%

HEARTLAND COMMUNITY SCHOOLS
EMPOWERING EXCELLENCE - Every Student, Every Day

**Minutes for
Board of Education Regular Meeting**

Monday, June 10, 2024 8:00 PM
Conference Room
1501 Front St
Henderson, NE 68371-8929

Notice of the meeting was posted in the Henderson News on June 6, 2024.

Attendance

Mr. Gary Braun: Present
Lacey Gloystein: Present
Ryan Goertzen: Present
Jen Hiebner: Present
Tyler Newton: Present
Tammy Ott: Present

1. Preliminary Procedures

1.1. Call to Order

1.2. Recognize Notice of Meeting

1.3. Recognize Open Meetings Act Posting

1.4. Roll Call

2. Public Comments On Agenda Items

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

3. Reports

3.1. Superintendent's Report

3.2. Principals' Reports

4. Action Items

4.1. Discuss, Consider, and Take Any Necessary Action To Adopt A Resolution Authorizing The Issuance And Sale Of General Obligation Bonds

Adopt the resolution as presented authorizing the issuance and sale by the district of its general obligation school building bonds, Series 2024, in an aggregate amount not to exceed \$6,850,000. Passed with a motion by Jen Hiebner and a second by Lacey Gloystein.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea, Tammy Ott: Yea

5. Discussion Items

5.1. 24-25 Jr.-Sr. High School Student Handbook

The Board discussed the proposed handbook and recommended changes for the upcoming 24-25 school year with the intent of approving the handbook at the regular July meeting.

5.2. 24-25 Elementary School Student Handbook

The Board discussed the proposed handbook and recommended changes for the upcoming 24-25 school year with the intent of approving the handbook at the regular July meeting.

5.3. 24-25 Meal Prices

The Board discussed recommended meal prices for the upcoming 24-25 school year with the intent of approving 24-25 meal prices at the regular July meeting.

5.4. 24-25 Substitute Teacher Rates

The Board discussed the proposed increases to substitute teacher pay rates with the intent of approving 24-25 rates at the regular July meeting.

5.5. Annual Policy Review: Fees, Bullying Prevention, Parental Involvement

The Board conducted a discussion and annual review of Policy 504.19, Policy 504.20, and Policy 1005.03. No changes are recommended in the current policies.

5.6. Policy Manual Revisions & Updates

The Board discussed recommended updates and revisions to the policy manual resulting from legislative and statutory changes with the intent of approving revisions and updates at the regular July meeting.

6. Future Agenda Items

6.1. Special Meeting: Tuesday, June 25, 2024 @ 12 PM

6.2. Next Regular Meeting: Monday, July 8, 2024; 8 PM

7. Consent Agenda

Motion to approve the consent agenda with the deletion of check #31361. Passed with a motion by Ryan Goertzen and a second by Jen Hiebner.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea, Tammy Ott: Yea

7.1. Approval of Minutes

7.1.1. Regular Meeting: May 13, 2024

7.1.2. Special Meeting: May 20, 2024

7.2. Approval of Treasurer's Report

7.3. Approval of Claims

7.4. Financial Reports

8. Closed Session

Entered into closed session at 11:09 pm. Declared out of closed session at 11:19 pm

Enter into Closed Session for the specific purpose of conducting a strategy session regarding a potential real estate purchase. Passed with a motion by Tyler Newton and a second by Ryan Goertzen.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea, Tammy Ott: Yea

8.1. Strategy Session Related To Potential Purchase Of Real Estate

9. Adjournment

Motion to adjourn at 11:20 pm Passed with a motion by Tyler Newton and a second by Ryan Goertzen.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Ryan Goertzen: Yea, Jen Hiebner: Yea, Tyler Newton: Yea, Tammy Ott: Yea

Board President

Board Secretary

HEARTLAND COMMUNITY SCHOOLS
EMPOWERING EXCELLENCE - Every Student, Every Day

**Minutes for
Board of Education Special Meeting**

Tuesday, June 25, 2024 12:00 PM
Conference Room
1501 Front St
Henderson, NE 68371-8929

Advance public notice was published in the June 20, 2024 edition of The Henderson News.

Attendance

Mr. Gary Braun: Present
Lacey Gloystein: Present
Ryan Goertzen: Absent
Jen Hiebner: Present
Tyler Newton: Present
Tammy Ott: Absent

1. Preliminary Procedures

1.1. Call to Order

Meeting was called to order at 12:01 PM.

1.2. Recognize Notice of Meeting

1.3. Recognize Open Meetings Act Posting

1.4. Roll Call

Excuse the absence of Tammy Ott and Ryan Goertzen. Passed with a motion by Tyler Newton and a second by Jen Hiebner.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

2. Public Comments On Agenda Items

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

3. Discussion Items

3.1. Discuss And Consider Construction Bids & Alternates

The Board discussed and considered base bids and alternates submitted by contractors.

4. Action Items

4.1. Discuss, Consider, And Take All Necessary Action To Award A Contract For The Additions & Renovations Project To The Lowest Responsible Bidder

Award a contract for the Additions & Renovations Project to Hausmann Construction, Inc., at the contract amount of \$10,231,500, whereas the specified amount includes the base bid amount in addition to proposed Alternate A-1, hereby excluding all other proposed alternates not specifically identified and listed for inclusion; and to accept/approve the Unit 1 amount bid by Hausmann Construction of \$46.00 per cubic yard. Passed with a motion by Tyler Newton and a second by Jen Hiebner.

Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

5. **Adjournment**

Adjourn meeting at 12:53 PM Passed with a motion by Lacey Gloystein and a second by Jen Hiebner.
Mr. Gary Braun: Yea, Lacey Gloystein: Yea, Jen Hiebner: Yea, Tyler Newton: Yea

Board President

Board Secretary

HEARTLAND COMMUNITY SCHOOLS-HENDERSON/BRADSHAW

General Fund Treasurer's Statement for

Month Ending June 30, 2024

	CHECKING	SAVINGS	TOTAL
Balance June 1, 2024	\$1,532,365.48	\$1,998,820.36	\$3,531,185.84
Receipts:			
York/Fillmore/Hamilton Co Taxes	\$203,841.39		\$203,841.39
State of Nebraska:			
- SPED Reimbursement	\$152,040.00		\$152,040.00
- TEEOSA	\$55,619.00		\$55,619.00
- Medicaid Reimbursement	\$7,138.00		\$7,138.00
- Apportionment			\$0.00
- Title IA			\$0.00
- Title IIA			\$0.00
- Career Education			\$0.00
- IDEA			\$0.00
Other:			
- Interest	\$426.15	\$5,024.98	\$5,451.13
- Preschool Tuition			\$0.00
- Rental of Facilities			\$0.00
- Mainstay Capital Credits	\$4,397.35		\$4,397.35
			\$0.00
			\$0.00
			\$0.00
			\$0.00
Subtotal:	\$423,461.89	\$5,024.98	\$428,486.87
Transfer to MMA			
Total Funds Available:	\$1,955,827.37	\$2,003,845.34	\$3,959,672.71
Less Disbursements	\$467,337.46		\$467,337.46
Balance June 30, 2024	\$1,488,489.91	\$2,003,845.34	\$3,492,335.25

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
<u>Checking</u>	1		
Checking	1	Fund: 01 GENERAL FUND	
31389	AGTAC SERVICES	JANITORIAL SERVICES	8,587.00
31390	AMAZON CAPITAL SERVICES	SUPPLIES	927.19
31391	AURORA PUBLIC SCHOOLS	REGISTRATION	1,116.14
31392	BLACK HILLS ENERGY	NATURAL GAS	317.95
31393	BURTON ENTERPRISES	TRASH REMOVAL	220.00
31394	CENTRAL NEBRASKA REHABILITATION SERVICES	SERVICES	6,537.64
31395	CHEMSEARCH	SUPPLIES	180.00
31396	CITY OF HENDERSON	WATER/SEWER	577.80
31397	DAS STATE ACCT-CENTRAL FINANCE	STATE REPORTING	267.63
31398	EAKES OFFICE SOLUTIONS	SUPPLIES	221.52
31399	ESSENTIAL SCREENS	DRUG SCREENING	116.12
31400	ESU 6	SERVICES	31,759.28
31401	ESU 7	SERVICES	390.00
31402	ESU 9	SERVICES	437.50
31403	FES	SERVICES	2,600.00
31404	FOLLETT CONTENT SOLUTIONS	BOOKS	1,154.51
31405	GRAINGER	SUPPLIES	491.53
31406	HD SUPPLY	SUPPLIES	446.96
31407	HEARTLAND SCHOOL LUNCH FUND	FUND TRANSFER	806.38
31408	HIEBNER BODY SHOP	SERVICES	124.53
31409	HOMETOWN LEASING	COPY MACHINE LEASE	1,429.54
31410	INSPIRA FINANCIAL	CAFETERIA 125 PLAN	983.33
31411	KSB SCHOOL LAW	LEGAL SERVICES	767.00
31412	MAINSTAY COMMUNICATIONS	TELEPHONE	360.42
31413	MATHESON TRI GAS INC	SUPPLIES	76.09
31414	MCI	TELEPHONE	81.88
31415	MENARDS	SUPPLIES	92.63
31416	MILFORD PUBLIC SCHOOLS	SERVICES	390.00
31417	NCA	DUES/FEES	1,205.00
31418	NCSA	REGISTRATION	1,086.00
31419	NEBRASKA CENTRAL EQUIPMENT	SERVICES	700.92
31420	NRCSA	SERVICES	850.00
31421	PERENNIAL PUBLIC POWER DISTRICT	ELECTRICITY	4,088.45
31422	SERVICE PRESS	SERVICES	74.76
31423	SHERWIN WILLIAMS	SUPPLIES	765.17
31424	SOFTWARE UNLIMITED INC	SERVICES	5,950.00
31425	THAYER CENTRAL COMMUNITY SCHOOLS	REGISTRATION	25.00
31426	TIME MANAGEMENT SYSTEMS	SERVICES	128.14
31427	U.S. BANK	SUPPLIES	5,069.36
31428	UNITE PRIVATE NETWORKS	SERVICES	1,071.03
31429	VERIZON WIRELESS	TELEPHONE	168.76
31430	VOSS LIGHTING	SUPPLIES	2,380.00
Fund Total:			85,023.16
Checking Account Total:			85,023.16
<u>Checking</u>	2		
Checking	2	Fund: 02 DEPRECIATION RESERVE FUND	

<u>Check #</u>	<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>	
1121	A-MAY-ZING CONSTRUCTION & PLUMBING LLC	SERVICES	9,800.00	
1122	PAINT & PAPER PALACE	SERVICES	14,356.12	
1120	UCS	SUPPLIES	8,480.00	
			Fund Total:	32,636.12
			Checking Account Total:	32,636.12

<u>Checking</u>	8			
Checking	8	Fund: 08	SPECIAL BUILDING FUND	
1071	BSN SPORTS	SUPPLIES	12,050.48	
1069	CLARK & ENERSEN	SERVICES	12,749.06	
1070	YORK COUNTY CLERK	SERVICES	3,709.91	
			Fund Total:	28,509.45
			Checking Account Total:	28,509.45

HEARTLAND COMMUNITY SCHOOLS

Fund Account Balances

	June 30, 2023	June 30, 2024
General Fund	\$3,309,978.06	\$3,492,335.25
Activity Fund	\$96,809.11	\$88,277.68
School Lunch Fund	\$162,011.68	\$157,420.29
Depreciation Fund	\$446,185.57	\$711,732.70
Unemployment Fund	\$3,017.71	\$3,050.54
Qualified Capital Purpose Fund	\$0.00	\$0.00
Special Building Fund	\$12,875,183.71	\$7,451,012.92
Bond Fund	\$256,205.69	\$298,608.61

Activity Fund Balance Report - Summary - Exclude Encumbrances
09/2023 - 06/2024

Regular; Beginning Month 09/2023; Processing Month 06/2024; Active Chart of Account Number True; Fund Number 05

Fund: 05 ACTIVITIES FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0101	FOOTBALL	(675.00)	9,004.01	3,887.00	0.00	(5,792.01)
05 704 0102	VOLLEYBALL	0.00	4,233.42	3,852.74	0.00	(380.68)
05 704 0103	BOYS BASKETBALL	0.00	6,139.43	4,559.82	0.00	(1,579.61)
05 704 0104	GIRLS BASKETBALL	0.00	6,004.40	3,575.68	0.00	(2,428.72)
05 704 0105	TRACK	0.00	6,561.05	2,591.00	0.00	(3,970.05)
05 704 0107	GENERAL ATHLETICS	0.00	3,374.23	0.00	0.00	(3,374.23)
05 704 0110	JH FOOTBALL	0.00	807.00	0.00	0.00	(807.00)
05 704 0111	JH VOLLEYBALL	(180.00)	1,323.15	0.00	0.00	(1,503.15)
05 704 0112	JH BOYS BASKETBALL	0.00	2,568.85	0.00	0.00	(2,568.85)
05 704 0113	JH GIRLS BASKETBALL	0.00	2,349.55	0.00	0.00	(2,349.55)
05 704 0114	JH TRACK	0.00	480.00	900.00	0.00	420.00
05 704 0116	SEASON PASS	5,030.00	0.00	3,150.00	0.00	8,180.00
05 704 0117	GIRLS GOLF	(125.00)	5,613.53	1,860.00	0.00	(3,878.53)
05 704 0118	BOYS GOLF	0.00	6,907.01	1,500.00	0.00	(5,407.01)
05 704 0119	DISTRICT ACCOUNT	0.00	0.00	0.00	0.00	0.00
05 704 0120	CONFERENCE ACCOUNT	0.00	0.00	0.00	0.00	0.00
05 704 0129	COACH - FB	1,178.25	0.00	574.70	0.00	1,752.95
05 704 0130	COACH - VB	70.87	675.00	0.00	0.00	(604.13)
05 704 0131	COACH - GIRLS BB	3,306.80	953.74	493.63	0.00	2,846.69
05 704 0132	COACH - BOYS BB	2,226.18	821.77	0.00	0.00	1,404.41
05 704 0133	COACH - JH BB	555.00	0.00	0.00	0.00	555.00
05 704 0135	COACH - GIRLS GOLF	391.80	0.00	100.00	0.00	491.80
05 704 0136	COACH - BOYS GOLF	1,937.10	2,973.49	3,021.75	0.00	1,985.36
05 704 0137	COACH - TRACK	1,741.38	677.00	1,877.78	0.00	2,942.16
05 704 0138	COACH - JH VB	339.49	0.00	0.00	0.00	339.49
05 704 0200	BAND UNIFORMS	735.69	0.00	0.00	0.00	735.69
05 704 0201	BAND	1,734.04	470.50	142.20	0.00	1,405.74
05 704 0202	CHORUS	1,589.50	139.86	0.00	0.00	1,449.64
05 704 0203	MARCHING SHOES	(0.34)	(232.87)	0.00	0.00	232.53
05 704 0204	VOCAL CLINIC	580.05	8,872.14	9,347.00	0.00	1,054.91
05 704 0206	MUSIC TRIP	3,280.15	4,913.00	614.52	0.00	(1,018.33)
05 704 0207	DISTRICT MUSIC	2,847.09	0.00	0.00	0.00	2,847.09
05 704 0301	ART	2,800.40	468.19	410.00	0.00	2,742.21
05 704 0302	MUSICAL	(9.00)	3,440.41	0.00	0.00	(3,449.41)
05 704 0304	ALL SCHOOL PLAY	5,817.61	565.38	910.00	0.00	6,162.23
05 704 0305	ONE ACT	(150.00)	851.43	0.00	0.00	(1,001.43)
05 704 0403	FBLA	2,819.37	4,510.34	2,948.27	0.00	1,257.30

Activity Fund Balance Report - Summary - Exclude Encumbrances
09/2023 - 06/2024

Regular; Beginning Month 09/2023; Processing Month 06/2024; Active Chart of Account Number True; Fund Number 05

Fund: 05 ACTIVITIES FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0404	IND TECH/AG PROJECTS	(199.17)	1,957.50	2,665.19	0.00	508.52
05 704 0405	FFA	2,692.56	22,997.14	23,869.00	0.00	3,564.42
05 704 0407	SCIENCE CLUB	1,229.12	0.00	0.00	0.00	1,229.12
05 704 0408	BIOLOGY/ENGLISH TRIP	367.20	0.00	0.00	0.00	367.20
05 704 0409	QUIZ BOWL/MATH CLUB	89.36	249.00	478.19	0.00	318.55
05 704 0410	COACH - JH ROBOTICS	297.40	0.00	685.83	0.00	983.23
05 704 0411	COACH - HS ROBOTICS	702.15	0.00	0.00	0.00	702.15
05 704 0450	JH ROBOTICS	2,787.54	479.95	0.00	0.00	2,307.59
05 704 0451	HS ROBOTICS	743.50	1,899.29	0.00	0.00	(1,155.79)
05 704 0500	CLASS OF 2020	0.00	0.00	0.00	0.00	0.00
05 704 0501	CLASS OF 2021	0.00	0.00	0.00	0.00	0.00
05 704 0502	CLASS OF 2022	0.00	0.00	0.00	0.00	0.00
05 704 0503	CLASS OF 2023	359.35	91.05	0.00	0.00	268.30
05 704 0504	CLASS OF 2024	1,806.53	1,822.93	0.00	0.00	(16.40)
05 704 0505	CLASS OF 2025	5,637.60	6,968.58	2,751.00	0.00	1,420.02
05 704 0506	CLASS OF 2026	2,583.98	0.00	2,389.49	0.00	4,973.47
05 704 0507	CLASS OF 2027	0.00	0.00	2,222.70	0.00	2,222.70
05 704 0508	CLASS OF 2028	0.00	0.00	0.00	0.00	0.00
05 704 0509	CLASS OF 2029	0.00	0.00	0.00	0.00	0.00
05 704 0601	NATIONAL HONOR SOCIETY	1,058.83	2,449.17	1,929.10	0.00	538.76
05 704 0701	HCS CUSTOMS	1,312.27	6,960.73	6,161.20	0.00	512.74
05 704 0709	YEARBOOK	161.40	4,267.98	6,286.00	0.00	2,179.42
05 704 0801	STUDENT COUNCIL	212.92	1,318.03	695.16	0.00	(409.95)
05 704 0802	CONCESSIONS	(699.97)	25,696.22	25,966.27	0.00	(429.92)
05 704 0804	INTEREST ON ACT ACCT	88.41	0.00	83.71	0.00	172.12
05 704 0805	LOCKERS PROJECT	0.00	0.00	0.00	0.00	0.00
05 704 0806	ELEM STUDENT COUNCIL	2,565.71	292.10	598.28	0.00	2,871.89
05 704 0810	JH HOMEROOM	0.00	0.00	0.00	0.00	0.00
05 704 0913	REVOLVING - SECONDARY	0.00	0.00	250.00	0.00	250.00
05 704 0914	REVOLVING - ELEMENTARY	0.00	0.00	0.00	0.00	0.00
05 704 0915	STUDENT SUPPLIES	250.00	0.00	200.00	0.00	450.00
05 704 0918	JOHN BAYLOR TEST PREP	2,200.00	0.00	0.00	0.00	2,200.00
05 704 0924	OTT SCHOLARSHIP	28,475.68	1,000.00	275.75	0.00	27,751.43
05 704 0930	MONSANTO/BAYER GRANT	0.00	0.00	0.00	0.00	0.00
05 704 0936	FIELD TRIP GRANT	4,273.89	0.00	0.00	0.00	4,273.89
05 704 0937	CIRCLE OF FRIENDS AUTISM GRANT	828.84	0.00	0.00	0.00	828.84
05 704 0938	IF KIDS COULD CURE GRANT	6,518.63	0.00	0.00	0.00	6,518.63

Activity Fund Balance Report - Summary - Exclude Encumbrances
09/2023 - 06/2024

Regular; Beginning Month 09/2023; Processing Month 06/2024; Active Chart of Account Number True; Fund Number 05

Fund: 05 ACTIVITIES FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0939	GIRLS ON THE RUN	657.75	34.86	0.00	0.00	622.89
05 704 0940	HUSKIE BEEF	0.00	0.00	0.00	0.00	0.00
05 704 0941	EARLY INTERVENTION	1,000.00	327.52	0.00	0.00	672.48
05 704 0950	COMPUTER DEPOSITS	14,006.54	0.00	4,399.50	0.00	18,406.04
05 704 0951	STAFF LOUNGE ACCOUNT	818.97	567.75	0.00	0.00	251.22
05 704 0952	EHA ELEVATE PROGRAM	2,676.03	3,924.42	5,480.00	0.00	4,231.61
Fund Total: 05		123,344.45	168,769.23	133,702.46	0.00	88,277.68

Expenditure Summary

Regular; Processing Month 06/2024; Fund Number 01

User ID: CJG

Function Number		Revised Budget	Activity During Month	Activity to Date	Balance at EOM	% of Budget
Expenditure						
01	GENERAL FUND					
1100	REGULAR INSTRUCTION	2,863,454.00	216,012.66	2,191,928.08	671,525.92	76.55
1200	SPED - SA	1,008,474.00	43,008.62	563,051.53	445,422.47	55.83
1291	SPED - 3-5	6,949.00	4,441.57	50,662.69	(43,713.69)	729.06
1292	SPED - 0-2	0.00	24.82	24.82	(24.82)	0.00
1300	SUMMER SCHOOL	3,499.00	0.00	0.00	3,499.00	0.00
2110	ATTENDANCE & SOCIAL WORK SVCS	0.00	0.00	1,800.00	(1,800.00)	0.00
2120	GUIDANCE SERVICES	102,110.00	8,073.27	78,333.41	23,776.59	76.71
2130	HEALTH SERVICES - GEN ED	11,351.00	0.00	175.83	11,175.17	1.55
2140	PSYCHOLOGICAL SVCS - GEN ED	0.00	1,452.00	10,873.50	(10,873.50)	0.00
2141	PSYCHOLOGICAL SVCS - SPED SA	145,000.00	4,464.67	75,474.60	69,525.40	52.05
2142	PSYCHOLOGICAL SVCS - SPED 3-5	0.00	0.00	4,796.72	(4,796.72)	0.00
2151	SPEECH PATH & AUDIOLOGY SVCS - SPED SA	112,766.00	8,910.09	96,573.15	16,192.85	85.64
2152	SPEECH PATH & AUDIOLOGY SVCS - SPED 3-5	0.00	0.00	339.35	(339.35)	0.00
2153	SPEECH PATH & AUDIOLOGY SVCS - SPED 0-2	0.00	644.11	5,349.85	(5,349.85)	0.00
2161	OCCUPATIONAL THERAPY SVCS - SPED SA	49,741.00	4,786.39	42,449.14	7,291.86	85.34
2162	OCCUPATIONAL THERAPY SVCS - SPED 3-5	6,704.00	866.25	4,742.78	1,961.22	70.75
2163	OCCUPATIONAL THERAPY SVCS - SPED 0-2	2,800.00	0.00	1,808.21	991.79	64.58
2171	PHYSICAL THERAPY SVCS - SPED SA	19,289.00	1,263.29	13,959.76	5,329.24	72.37
2172	PHYSICAL THERAPY SVCS - SPED 3-5	2,423.00	432.44	2,859.32	(436.32)	118.01
2173	PHYSICAL THERAPY SVCS - SPED 0-2	5,311.00	763.72	5,330.56	(19.56)	100.37
2181	VISION SERVICES - SPED SA	7,738.00	625.00	6,444.98	1,293.02	83.29
2182	VISION SERVICES - SPED 3-5	1,200.00	0.00	0.00	1,200.00	0.00
2183	VISION SERVICES - SPED 0-2	1,000.00	0.00	0.00	1,000.00	0.00
2213	INSTRUCTIONAL STAFF TRAINING	25,957.00	50.00	4,119.53	21,837.47	15.87
2220	LIBRARY/MEDIA SERVICES	178,936.00	12,673.54	132,520.26	46,415.74	74.06
2230	INSTRUCTION-RELATED TECHNOLOGY	37,873.00	4,411.85	40,941.31	(3,068.31)	108.10
2240	ACADEMIC STUDENT ASSESSMENT	22,450.00	6,650.50	7,375.50	15,074.50	32.85
2310	BOARD OF EDUCATION	75,500.00	3,566.42	31,350.88	44,149.12	41.52
2320	EXECUTIVE ADMINISTRATION	381,248.00	32,210.06	309,680.99	71,567.01	81.23
2330	DISTRICT LEGAL SERVICES	15,000.00	295.00	2,156.50	12,843.50	14.38
2410	OFFICE OF THE PRINCIPAL	394,368.00	31,711.78	310,623.42	83,744.58	78.76
2490	SCHOOL ADMINISTRATION - OTHER	34,171.00	744.54	7,445.45	26,725.55	21.79
2510	FISCAL SERVICES	37,700.00	278.14	13,752.42	23,947.58	36.48
2560	PUBLIC INFORMATION SERVICES	112,075.00	3,081.10	40,313.65	71,761.35	35.97
2580	ADMINISTRATIVE TECHNOLOGY SERVICES	57,567.00	3,634.42	38,303.97	19,263.03	66.54
2610	OPERATION OF BUILDINGS	709,786.00	34,952.03	473,494.27	236,291.73	66.71
2620	MAINTENANCE OF BUILDINGS	0.00	0.00	0.00	0.00	0.00
2710	VEHICLE OPERATION & PURCH - GEN ED	272,886.00	9,989.71	131,488.75	141,397.25	48.18
2712	VEHICLE OPERATION & PURCH - SPED SA	82,914.00	1,584.59	22,849.36	60,064.64	27.56
2713	VEHICLE OPERATION & PURCH - SPED 3-5	13,052.00	937.81	11,173.68	1,878.32	85.61
2730	VEHICLE SERVICING & MAINT - GEN ED	56,250.00	6,190.00	21,456.72	34,793.28	38.15
2732	VEHICLE SERVICING & MAINT - SPED SA	6,000.00	80.00	1,266.91	4,733.09	21.12
2733	VEHICLE SERVICING & MAINT - SPED 3-5	3,000.00	0.00	1,927.67	1,072.33	64.26
3300	COMMUNITY SERVICES OPERATIONS	19,499.00	0.00	0.00	19,499.00	0.00
3535	HIGH ABILITY LEARNERS	8,000.00	(33.40)	15,022.68	(7,022.68)	187.78
3551	CAREER EDUCATION	0.00	5,169.00	6,703.92	(6,703.92)	0.00
6200	TITLE IA	77,050.00	6,359.06	63,590.62	13,459.38	82.53
6406	IDEA - PRESCHOOL	7,425.00	0.00	0.00	7,425.00	0.00
6408	IDEA - BASE & ENROLLMENT/POVERTY	105,061.00	8,218.73	86,704.29	18,356.71	82.53
6992	REAP	32,000.00	0.00	0.00	32,000.00	0.00
6998	ELE & SEC SCH EMERGENCY RELIEF (ESSERIII)	0.00	0.00	56,939.71	(56,939.71)	0.00
		7,115,577.00	468,523.78	4,988,180.74	2,127,396.26	70.10

Function Number		Revised Budget	Activity During Month	Activity to Date	Balance at EOM	% of Budget
Expenditure						
06		SCHOOL LUNCH/MILK FUND				
3100	FOOD SERVICES OPERATIONS	0.00	13,954.80	231,134.97	(231,134.97)	0.00
		0.00	13,954.80	231,134.97	(231,134.97)	0.00