

Humphrey Public Schools



PK-12 Student/Parent Handbook

**2023-2024
School Year**

2023-2024

PARENT-STUDENT HANDBOOK

Humphrey Public Schools

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Welcome to Humphrey Public Schools

The purpose of the handbook is to acquaint students and parents/guardians not only with some of the rules and regulations of your school, but also school activities, organizations, and services. After both parent and student(s) have read this handbook, please sign the handout included. This acknowledges receipt of a copy of the handbook, and your understanding of the policies and procedures in this handbook.

Humphrey Public Schools



WE ARE **BUILDING UNITED, LIFELONG**
LEARNERS THAT DEVELOP OPPORTUNITIES
AND ACHIEVE **GOALS SUCCESSFULLY.**

WE **PLEDGE** TO BE OUR **BULLDOG** BEST
EVERY DAY!

#BEKIND



PROMOTE ACADEMIC SUCCESS.



LEAD BY EXAMPLE.



ENCOURAGE ONE ANOTHER.



DO WHAT YOU LOVE.



GROW AS INDIVIDUALS.



EMBRACE ONE ANOTHER'S DIFFERENCES.

ADOPTED FEBRUARY 10, 2020

2023-2024 School Year

Foreword

Section 1 Intent of Handbook:

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

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

Section 2 Members of the Board of Education:

Name	Contact Information
Mr. Ron Zach, President	603 Main St., Humphrey, NE 923-0900
Mrs. Jenny Baumgart, Vice President	51401 280 th Ave, Humphrey, NE 923-1912
Mrs. Julie Preister, Secretary	PO Box 462, Humphrey, NE 923-0789
Mr. Tim Meyer, Treasurer	50154 Elm St., Cornlea, NE 923-0687
Mr. Alan Huettner	36864 430 th St., Humphrey, NE 923-0163
Mr. Kory Vering	45387 Ann St, Cornlea, NE 491-3644
Mr. Aaron Korth	PO Box 377, Humphrey, NE 841-1619
Mr. Mike Brandl	22020 415 th St., Humphrey, NE 923-0340
Mr. Paul Schemek	31233 385 th St, Humphrey, NE 920-0413

Section 3 Administrative Staff:

Mr. Brice King	Superintendent
Mr. Josh Rathje	PK-6 Principal
Mr. Brandon Kirby	7-12 Principal

Section 4 Teaching Staff:

Name	Position
Kim Bender	Media Specialist; 7-8 English
Matt Bertrand	7-12 Vocal, 5-12 Instrumental Music
Tom Meyer	Industrial Technology
Dawn Baumgart	4 th Grade
Emily Droescher	Preschool
Shelby Zach	Kindergarten – Humphrey
Robyn Graham	Agriculture Agriculture, Welding
Kandee Hanzel	Physical Education
Christina Hastreiter	K-12 Special Education – Humphrey
Joe Hesse	7-12 Social Sciences, American Government
Stephanie Hogancamp	9-12 English
Nicole King	7-12 Business Education; 5 th & 6 th Computers
Melissa Klug	5 th Grade
Jeannette Korth	K-12 Special Ed. (HSF & Lindsay), Title I (Lindsay)
Mitch Osborn	7-12 Science
Tara Korth	1 st Grade
Barbara Lovercheck	7-12 Math
Mitzi Luedtke	Technology Coordinator; K-4 Keyboarding/Computers
Aaron Niemann	6 th Grade
Penny Niemann	Title I – St. Francis & HHS
Cami Oelsligle	K-12 Guidance, Pre-Algebra
Jennifer Rautenberg	Kindergarten – LAC
Anonda Schneider	K-12 Special Education – Humphrey
Kristi Settje	2 nd Grade
Ashlen Brockhaus	3 rd Grade
Jen Fistler	K-6 Special Education – Humphrey
Kassandra Beebe	FCS
Susan Whited	K-6 Vocal Music
Carol Korth	Intervention Teacher

Section 5 Support Staff:

Name	Position
Pam Friesen	Bookkeeper
Amanda Veik	Secretary
Vicky Frisch	Para – Humphrey
Sally Dahlberg	Para – Humphrey
Jessica Bender	Para – Humphrey
Julie Fittje	Para – Humphrey
Jordyn Borer	Para – Humphrey
Samantha Zoucha	Para - Humphrey
Jacqueline Weidner	Para - Humphrey
Heather Olsen	Para - Humphrey
Sarah VanBuskirk	Para - Humphrey
Elsie Zach	Para - Humphrey
Sabrina Bower	Para - Humphrey
Lori Herchenbach	Para – LAC
Tara Preister	Para – LAC
Robby Heesacker	Head Custodian – Humphrey
Kris Hastreiter	Kitchen Manager
Lisa Freudenburg	Kitchen Assistant
Ann Hemmer	Kitchen Assistant
Jane Zabka	Kitchen Assistant
Ken Kosch	Kitchen Assistant
Steve Sjuts	School Bus Driver
Paul Gronenthal	School Bus Driver
Charlie Moser	School Bus Driver
Randy Wessel	School Bus Driver
Dean Kosch	School Bus Driver
Ron Krings	School Bus Driver

Article 1 - Mission and Goals

Section 1 School Mission Statement:

Humphrey Public Schools



WE ARE **B**UILDING **U**NITED, **L**IFELONG
LEARNERS THAT **D**EVELOP **O**PPORTUNITIES
AND ACHIEVE **G**OALS **S**UCCESSFULLY.

WE **P**LEDGE TO BE OUR **BULLDOG** BEST
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ADOPTED FEBRUARY 10, 2020

Article 2 - School Day

Section 1 Daily Schedule

Period 1	8:00 - 8:49
Period 2	8:51 - 9:40
Period 3	9:42 - 10:31
Period 4	10:33 - 11:22
Elem Lunch	11:00 - 12:00
Period 5	11:24 - 12:13
HS Lunch A	12:13 - 12:43
HS Lunch B	12:33 - 1:03
Period 6	1:05 - 1:54
Period 7	1:56 - 2:45
Period 8	2:47 - 3:36

Section 2 Shortened Schedule

Will be put into the Student/Teacher Daily Bulletin as needed.

Section 3 Severe Weather and School Cancellations

The Superintendent of schools is authorized by the Board of Education to close public schools in case of severe weather. Representatives of the Superintendent's staff will notify local news media when emergency or inclement weather warrants such action. The information is **sent through the Connect 5 system and** broadcast regularly by the following radio stations: KEXL 106-7 FM, WJAG AM 78, KZ100 FM (KZEN), KKOT FM 93.5, KLIR FM 101, KJSK AM 900, KTTT AM 1510, KNEN FM 94.7 AND US 92 FM 92. The following television stations will also announce cancellations; KOLN/KGIN TV and WOWT Channel 6 & KETV Channel 7 in Omaha.

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

After School Starts. Every attempt will be made to avoid closing school once classes are in session. In some instances closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases as much advance notice as possible will be given to parents. If school is closed during the day the notice will be broadcast by the media and parents should have a plan in place to accommodate these circumstances.

Parental Decisions. Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. The absence will be treated like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather at any time during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

What Not To Do. Parents should not attempt to come to school during a tornado warning. School officials are not permitted to release students from the school building during a tornado warning. Tornado safety procedures are practiced regularly by students and staff members. Also, parents are urged not to call radio and television stations and school buildings during severe weather. Every effort will be made to provide accurate and timely information through the media.

Emergency Conditions. Humphrey Public Schools has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for Emergency Exit system, Tornado Warning System, and Critical Incident Response.

Safety Plan. Humphrey Public Schools has developed a Safety Plan designed to minimize danger to anyone in and/or on school property should an emergency occur. Our main objective is to attend to the health, welfare and safety of your child in the event of an emergency.

In most emergencies, your child will remain and be cared for at the school. In the rare event of an emergency that prohibits re-entry to the school building (such as gas or water leak, a fire, a bomb threat, or toxic chemical spill) students will be escorted to an alternate site as designated by the school superintendent/ or his/her designee.

PLEASE DO NOT TELEPHONE THE SCHOOL. We have limited phone lines that must stay open to respond to an emergency.

PLEASE DO NOT COME TO THE SCHOOL UNLESS REQUESTED TO PICK UP YOUR CHILD AT SCHOOL. An emergency involving the school could make it necessary for emergency vehicles and workers to get to the school building. If the emergency necessitates relocation of staff and students, you will be informed via the media. While it may not be convenient for everyone, for security reasons, our school's Safety Plan requires all doors, except the main SE doors.

Fire Drills - Humphrey Public Schools are required by law to have fire drills every month. When the fire bell rings, students should walk silently in single file out the designated exit. Since it may be necessary to give directions, students must remain silent. Classes should remain together and stand at least 100 feet from the building. Everyone will remain outside until the signal is given for students to return to class.

In the event the fire alarm sounds during a passing period these steps will be followed. All students in grades 10 – 12 will meet on the EAST side of the school building and students in grades 7 – 9 will meet on the WEST side of the school. Each class will find their class sponsor and stay together with their appropriate grade. The appropriate class sponsors are listed below and will be updated yearly.

Grade 12 – Barbara Lovercheck

Grade 11 – Nicole King & Kassandra Beebe

Grade 10 – Christina Hastreiter & Steph Hogancamp

Grade 9 – Tom Meyer & Kim Bender

Grade 8 – Robyn Graham & Mitch Osborn

Grade 7 – Jill Preister & Joe Hesse

Severe Weather Drills - Humphrey Public School will have severe weather drills during specified months of the school year. It is imperative that the following directions are followed implicitly:

1. When the signal or announcement is given, the teacher in charge of each respective group is to lead the students in an orderly manner to the assigned areas.
2. There is absolutely no talking, pushing, or disorderly conduct. This is serious business.
3. When arriving at the assigned area, students are to listen carefully for directions from the teacher(s) assigned to the area. Absolute quiet is a must.
4. Students will be instructed to get into the following required position: Student will sit on the floor with their feet flat on the floor, and knees close to their chest. On command, they will put their hands on the back of their head, lean forward, and put their head between their knees. They will assume this tucked position until the teacher(s) indicates it is clear.
5. When an “all clear” signal is heard, the teacher(s) will dismiss the students to return to classes. Return in an orderly fashion.

INTRUDER IN THE BUILDING LOCKDOWN

Humphrey Public Schools will have intruder in the building drills randomly throughout the school year. In the event of a lockdown, students are NOT allowed to move from class to class. There is NO outside recess. All of the doors to the school remain locked and no one will be allowed to enter or exit the building. Parents/guardians will be called by office personnel to notify them of the “lockdown” situation as time allows. Busses will NOT run routes during a lockdown situation. Only after an “all clear” has been given by the administration and law enforcement will parents be allowed to pick up their child(ren).

VIOLENCE THREAT SECURE

In the event of a lockdown, students ARE allowed to move from class to class. All of the doors to the school are locked. There will be NO outside recess. All students will remain within the school building. Parents/guardians will be called by officer personnel to notify them of the “lockdown” situation. Administration will determine if busses will run normal routes based on information obtained from law enforcement. The administration reserves the right to make decisions based on the well-being and safety of our students.

Section 4 Supervision Responsibility Before/After School

Arrival At School/Dismissal From School

Students are expected to arrive at school no more than 30 minutes prior to the first class or school program in which they are participating. Prior to that time, the school is not responsible for supervision of the students. Students will be admitted to the school building 30 minutes prior to the first class. Students will not be permitted to enter earlier unless the Principal determines it to be necessary due to inclement weather or other factors. Students are to enter through their assigned entrance and proceed to designated areas.

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

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

Signing A Child In And Out Of School

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

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

Supervision at Dismissal

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

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

Emergency Closing Procedures

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

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

Article 3 - Use of Building and Grounds

Section 1 Entering and Leaving the Building

Beginning Of School: Students should not be on school grounds prior to 7:30 a.m. Students will be allowed to enter school at 7:30 a.m. The first bell for secondary students will ring at 7:45 a.m. The elementary bell will ring at 7:55.

During the School Day: Students are to remain on campus unless excused in accordance with school policies. Upon return to school during the day students are to report to the school office.

Rotating Study Hall Expectations are as follows:

1. Students must have something to work on during the entire class period. If they do not have homework they may read a book.
2. Students need to keep the noise down so they do not disrupt other students.
3. Students must have a pass from a teacher in order to leave their study hall. If they are going to another classroom to receive assistance they must present their study hall teacher with a pass before leaving.
4. All activity meetings must be approved through Mr. Kirby and will only last 15 minutes in length.
5. Students are **NOT** allowed to work on any extra-curricular activities during study hall. All work on extra-curricular activities should be completed before or after school, scheduled by your coach. Additionally students may **NOT** watch Hudl during study hall.
6. Students are not allowed to play games on their devices during study hall. Computers are to be used for educational purposes during this time.

End of School: Our regular school day ends at 3:36 p.m. Make-up work, special help, assignments after school, club meetings, and other school activities begin at 3:36 p.m. It is important that students who are involved in any of these activities report to the designated area on time. All other students must clear the building as soon as possible.

Section 2 Visitors

All visitors must report to the office, upon entering the southeast entrance, to sign in, in order to receive a visitor's pass. Parents are welcome at all times. Please sign in/out at the office upon entering/exiting the southeast entrance to the school. Student visitations are not allowed during school hours without administrative approval.

Section 3 Smoke/Vape Free Environment

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

Section 4 Care of School Property

1. Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school.
2. Students who disfigure property, break windows or do other damage to school property or equipment will be required to pay for the damage done or replace the item.
3. Fines are determined on books by the classroom teachers and administrators.

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

Section 5 Lockers

Each student will be assigned a locker. Students must use their own lockers and are not to share lockers with other students except as assigned by school officials. We recommend that the locker is locked with a school issued lock. Students are expected to keep all books, etc., in their assigned locker.

Students are also responsible for the cleanliness inside their locker and the door of their locker. Students may be assessed a fine for damage to lockers. It is recommended to use magnets instead of tape on the inside of student lockers.

Section 6 Searches of Lockers and Other Types of Searches

Student lockers, desks, computer equipment, and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding usage of or items placed in or on school property, including student vehicles parked on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers and other such property may be conducted in the discretion of the administration. Students are to keep their coats in their locker throughout the school day.

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

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

Section 7 Video Surveillance

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

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

Section 8 Use of Telephone

Students are not allowed to use the school office for either local or long distance calls, unless an emergency situation exists. Classroom telephones are not for student use. If students need to call long distance, they should stop in the office.

Section 9 Bicycles

Bicycles must be parked in the racks on the Northeast corner of the school. All bicycles are recommended to be equipped with locks. The school is not responsible for damage or theft of parts while bicycles are on school property.

Section 10 Student Valuables

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

Section 11 Lost and Found

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

Section 12 Accidents

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

Section 13 Laboratory Safety Glasses

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

Section 14 Insurance

Under Nebraska law the District may not use school funds to provide general student accident or athletic insurance. The district does not make recommendations, nor handle the premiums or claims for any insurance company, agent or carrier. A student accident insurance plan is offered through the school by a selected carrier. This plan is strictly voluntary. Parents or guardians of students who participate in athletics should check their own insurance coverage to make sure their son and/or daughter would be covered in case of accident. If a parent or guardian does not have this type of coverage, we encourage the parent or guardian to purchase the insurance carrier selected by the school.

Section 15 Bulletins and Announcements

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved and stamped by the Principal's office. Posters are not to be attached to student lockers. Place posters on the tack strips located around the building. The person or organization responsible for distributing the posters is responsible to see that all posters are removed within 48 hours after the event.

Section 16 Copyright and Fair Use Guidelines

It is the school's intention to follow the federal copyright law. Students are reminded that, when using school equipment and when completing course work, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The “fair use” doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the “fair use” of a copyrighted work, including reproduction “for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research” is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted “fair use,” rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is “fair.” Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

Section 17 Vehicle Parking

Once vehicles are parked, they are to be left alone until the student leaves school. Students may not go to their parked vehicle unless they have prior administration approval. All vehicles must be parked head first.

Section 18 Walking to/from St. Francis School

When students walk to and from St. Francis School, they are to use the sidewalks and crosswalks provided. General rules students need to follow when walking between buildings are:

1. Walk in designated areas.
2. Stay off of personal property.
3. Anything picked up off the ground is litter and should be disposed of properly.
4. Respect traffic and the rights of others.

Section 19 Gym Floor Use

The playing surface of the gym floor is not for everyday travel. NO Boots are to be worn on the gym floor. Please walk outside of boundary lines.

Section 20 Initiation – INITIATION OF ANY KIND IS STRICTLY PROHIBITED.

Section 21 Care of Property

Teachers' desks and materials are private and should not be entered unless the teacher has given his/her personal permission to enter the desk. When materials are taken from the desk or closet they should be returned as soon as possible. Clean up your mess when you are finished working. School property may not be removed from the building without teacher or building principal approval.

Section 22 Pop and Food

There will be no beverages carried into the school, except those included in a sack lunch. Restrictions concerning when food and beverages can be consumed will be stated by the principal at his discretion.

Section 23 Vocational Work Agreement

Humphrey Public School offers this agreement between the school, student, and employer. The following is a list of criteria that a student must meet and conform to if they want to become involved in the work release program.

1. Students must be a senior.
2. Students must be on pace to graduate by being in the process of fulfilling all requirements.
3. Students must be in an unpaid job-shadowing program, or have an employment agreement.
4. If student loses employment, is not at work during working hours, does not complete work requirements of employer, or disregards intent of this agreement, the school administration may void the agreement of early release program and the student returns to school.
5. The employer and/or student will establish work times and keep the school administration informed of time changes, employment status or unsatisfactory work. Students will be required to submit a schedule (This can be submitted as a time card, schedule and/or entries in a student's record book).
6. Students must be on the job site or doing job-related activities during this time and not be driving around town or other non-job-related activities. Students who leave for work must go to the workplace and leave no sooner than 3:30 pm or that student must return to school.
 - a. In an instance where the employer does not need services, the student will report to school. For example: bank closures, trainings, confidential situations, etc.
7. Once the student leaves for work, he/she separates themselves from school.
8. Students may begin this agreement at the end of 5th period (12:15 p.m.).
 - a. If a student is not eating lunch at school, the student is responsible for communicating with school personnel on a weekly basis (Amanda).
 1. For example: a student needing to change into work clothes may choose to eat at home, etc.
9. To participate, students must be on track for graduation. Students must maintain a 75% or higher in all classes.
 - a. One week of academic probation will be given to students whose grade drops below 75%. If after the week, the grade(s) is not up, the student will remain in school until the grade(s) is up.
10. In the instance of illness, the student is expected to call their place of employment. This may vary based on employment, so the student is expected to follow the business's policy. If there is a "no call", the student will be held responsible for the consequences that align with the business's policy. The student's parents should still call the school about any illness.
 - a. Students who are absent from school may not go to "work" on that day unless the absence is for an appointment, school related event, etc...
 - b. Students will not have rotating study halls in the afternoon classes as they will be at work.
 - c. Communication needs to occur between all parties (school and work) if appointments are made.
11. Location of the work release must be within 25 miles of Humphrey Public school. If employment is already secured outside of the designated distance, a request may be brought to the Diversified Occupations Advisors (Mr. Kirby, Mrs. Graham, and Ms. Oelsigle)
12. Students are able to participate in activities, but must arrive on time for practices
 - a. Students are expected to communicate with their place of employment about practices, games, etc.
13. The work release program will be a semester in length and start the first day of each semester
14. Students will have to write bi-monthly reports (rubric will be provided) to turn in.
15. Students will transport themselves to placement or place of employment.
16. In the instance of a change in schedule (late start, early out, etc.)
 - a. Late start - students will miss 5th period to get to work on time
 - b. Early out - scheduled early outs still require students to stay until 12:15. This time would be encouraged to use for paperwork and documentation
 - c. Early out due to weather (i.e. Snow), the student will go home and not report to work. The student should follow up with the place of employment about the early out; however, the business will be aware that in the instance of an early out, students will not be able to work.

Article 4 - Student Attendance

Student Attendance Policy #5008

(Excessive Absenteeism and Reporting Habitual Truancy)

Section 1 Attendance Policy and Excessive Absenteeism

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 Principal and teachers are required to maintain an accurate record of student attendance.

Section 2 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. All absences listed below may be used when calculating total absences for referral to the county attorney.
 - a. School Sponsored Absence – Any absence as a result of a school sponsored activity as deemed appropriate by an administrator.
 - b. Excused Absence - Any of the following circumstances that lead to an absence will be identified as an 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 must inform the school of these absences. These absences could include, but not limited to, illness, court, death of a family member, and medical appointments.
 - c. Unexcused Absence – Any of the following circumstances that may lead to an unexcused absence may be classified as follows:
 1. Parent acknowledge absences are those in which the parent communicated with the school in a prescribed manner that the child is absent and is the parents responsibility for the extent of the school day. This includes, but not limited to, vacations, over sleeping, showing up late, and leaving early to go to events the student is not participating in.
 2. Other absences are those in which the parent has not communicated a reason for the student's absence.
 - d. Doctor Excused Absence – An Absence in which a doctor's note was received for any absence.
 - e. In School Suspension Absence – Student receiving an in school suspension.
 - f. Out of School Suspension Absence – Student receiving an out of school suspension.
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.

A student will not be allowed to enter class after an absence until an admit slip, based upon a written or verbal parental excuse, is issued by the Principal's office.

Two school days will be allowed to make up work for each day missed, with a maximum of 10 days allowed to make up work.

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 Humphrey Public Schools or resides in the Humphrey 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 administrator, teacher, or member of the board of education 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 such person(s) who the superintendent designates to be the attendance officer (hereafter, "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 some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to address the problem of excessive absenteeism. Such services shall include, as appropriate, the services listed below under "Excessive Absenteeism" and "Reporting Excessive Absenteeism."
5. Excessive Absenteeism. Written documentation will be sent home at the 10, 15, and 20 absences. Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has more than 10 absences, the following procedures shall be implemented:

- a. Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child; and
- b. One or more meetings between the school (a school attendance officer, a school administrator or his or her designee, and/or a social worker), 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 consider, but not be limited to:
 - (i) Illness related to physical or behavioral health of the child.
 - (ii) Educational counseling;
 - (iii) Educational evaluation;
 - (iv) Referral to community agencies for economic services;
 - (v) Family or individual counseling; and
 - (vi) Assisting the family in working with other community services.

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

6. Reporting Excessive Absenteeism to the County Attorney.

The school may report to the county attorney of the county in which the person 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 year. The school shall notify the child's family in writing prior to referring the child to the county attorney. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.

Additional District Absenteeism Regulations – Students are expected to attend school on time consistently. Any PK-12 student who arrives between 8:00 a.m. and 8:10 a.m. will be considered tardy for school. Any 7-12 student who arrives to school after 8:10 a.m. will be counted absent from the first period class. Students in grades 7-12 will be considered absent for each class period missed and PK-6 grade students will be considered absent for the percentage of the school day missed.

Section 3 Check In/Check Out

If a student is going to be gone from school, we ask that the school be notified by a phone call or a note from the parents explaining their absence. Students must make up work ahead of time for scheduled appointments, etc. If the student is ill or gone because of an emergency, the student will have 1 day to make up homework for every day missed. A reminder to all 7-12 students that it is your responsibility to check in and out of the office when you come in late, leave and/or return back to school. There is a check in/out sheet in the office on the counter for this purpose. Students, if you come in after 8:00 a.m. classes begin, or you leave before school is out at 3:36 p.m. you need to sign in/out in the office. If you leave during the day and return, you need to sign out and back in upon your return. It is our responsibility to keep track of your attendance. If you do not check in or out, you will be counted absent for the rest of the day.

Section 4 Tardiness

Elementary students will be marked tardy if he/she is to school before 9:00 am. After 9:00 am, the student is marked absent for the morning. In the afternoon, a student will be marked tardy should he/she arrive before 1:30 pm. After 1:30 pm, the student will be marked absent for the afternoon.

Students grades 7-12 are expected to be in their seat or at their workstation when the tardy bell rings, if not, students will be considered tardy unless he/she has a pass from the teacher or principal. A student tardy to a first period class (8:00am – 8:10am) must sign in at the office and have a pass signed by office personnel (Students who come after 8:10am will be marked absent). On the third tardy, at the discretion of the principal, the student will make up one hour of time with the communication with the parent/guardian. The

student will also need to complete a School Tardy Action Plan with Mr. Kirby. On the sixth tardy to first period, the student will serve a Saturday school (8:00am – 11:00am) with communication to the parent/guardian.

All tardies will accumulate within a given semester.

- 3rd Tardy – Communication home and one hour make up.
- 6th Tardy – Communication home and Saturday school.
- 9th Tardy – Communication home and Saturday school.
- Each additional three tardies will result in communication home and Saturday school.

Section 5 Arrival and Dismissal

Doors will be open at 7:30 a.m. School begins at 8:00 a.m. and dismisses at 3:36 p.m. **All students may begin arriving at 7:30 a.m.** All students must leave the building by 3:45 p.m. unless permission to stay later is granted by a teacher. Students wanting to remain after 3:45 will need to be supervised by a teacher.

Section 6 Leaving School

If a student is to be excused during the school day, there must be a telephone call verified by the secretary or administrator or a note from the parents/guardians. Students who must leave school for any reason during the school day must check out at the office before leaving. Students are expected to sign out at the office. A sheet will be available on the office counter for this purpose. Students who leave without permission and without signing out in the proper manner will be considered truant and subject to disciplinary measures.

Section 7 Attendance is Required to Participate in Activities

Daily Basis: Students must be in school by the start of the **3rd period (9:42 a.m.)** to participate in activities that **day. Exceptions shall be made for: doctor / dentist appointments, funerals and college visits arranged through the counselor's office.**

Students who support Humphrey Public students at NSAA state championship events (speech, one-act play, softball, etc.) will be allowed to return to school and practice or participate if the following conditions are met:

- **The student is not on the down's list for the week.**
- **The student has all of his/her work made up before leaving school.**
- **If the student will miss part of practice, he/she must notify the coach/sponsor beforehand.**

This exception WILL count toward the five allowed absences per quarter.

Arrangements for all of the above exceptions must be made with a written note to the office signed by the parents. Sleeping in to rest up for a game will not be considered an exception, nor will going home and then returning to participate in practice or a performance.

Athletic practices or organizational activities will not begin until after 3:45 p.m. daily. Teachers will be available for students until 3:45 p.m. Practices or organized activities will start after 3:45 p.m. when participants and sponsors are ready to supervise. Students staying at school waiting for a practice session shall be studying in a supervised classroom.

A student will not be allowed to practice or play in any extra-curricular/co-curricular school functions when they are on an out-of-school suspension. A student can practice but not play on the day(s) of in-school suspension. If an in-school suspension is given before 12:00 p.m., the suspension will be enforced the very next day. If an in-school suspension is given after 12:00 p.m., the suspension may be enforced the very next day, or the following day.

Section 8 College Visits

Students in grades 9-12 are allowed to go on college visits. College visits need to be arranged with the school guidance counselor. Visits will not count against absentee days if planned with the counselor.

Article 5 – Scholastic Achievement

Section 1 Grading System

Humphrey Public Schools will use the letter grading system as follows:

A	93 - 100	Excellent
B	86 - 92	Good
C	78 – 85	Satisfactory
D	70 - 77	Needs Improvement
N/C	69 and Below	No Credit

A percentage grade shall be recorded for each student in grades 3-12 each nine weeks and a report card will be issued. Grades K-2 will be graded using other scales.

NOTE: teachers for Special Education students as per the Individual Education Plan (IEP) may use the Alternative Grading System as prescribed in the written Plan.

If, at the end of the quarter, a student receives an incomplete, that student will be given one week to make the work up. If the student does not make the incomplete up, that student will be given a percentage grade minus the work that has not been completed. Incompletes must only be given with administrative approval.

Humphrey Dual Credit Conversion Chart

From a typical college grading system where 90 = A, 80 = B, etc.

Humphrey Grading system		CCC Grade	Humphrey converted grade
A	A+ 98-100	100	100
	A 95-97	99	100
	A- 93-94	98	99
		97	98
B	B+ 91-92	96	98
	B 88-90	95	97
	B- 86-87	94	96
		93	96
C	C+ 83-85	92	95
	C 80-82	91	94
	C- 78-79	90	93
		89	92
D	D+ 75-77	88	92
	D 72-74	87	91
	D- 70-71	86	91
		85	90
F	69 or Below	84	90
		83	89
		82	88
I	Incomplete	81	87
		80	86
		79	85

Humphrey Dual Credit Conversion Chart (cont.)

From a typical college grading system where 90 = A, 80 = B, etc.

CCC Grade	Humphrey converted grade
78	85
77	84
76	83
75	82
74	81
73	80
72	79
71	79
70	78
69	77
68	76
67	75
66	74
65	74
64	73
63	72
62	71
61	71
60	70
59 or below	F

Section 2 Registration

Students in Grades 7-12 will pre-register for fall classes in the spring of the preceding school year. Schedule changes will not be made after the first 2 days of the semester unless a parent/guardian, counselor, and the principal deem it to be an absolute necessity. (Upper class students should check the graduation requirements carefully before registration.) Students participating in after school activities should give special consideration in planning their activities. Due to limited space and high demand in the Industrial Technology area, students will be limited to the number of shop classes they may enroll in each semester.

Section 3 Graduation Requirements

In order to graduate from Humphrey Public Schools a student must earn 235 credit hours. Of these hours, 160 hours of required courses shall be drawn from the following:

1. **English - 40 credit hours** - Required of freshmen, sophomores, juniors, and seniors.
2. **Math - 30 credit hours**
3. **Science - 30 credit hours** - Physical Science required of freshmen. Biology required of sophomores.
4. **Social Studies - 30 credit hours** – Civics/World Geography-freshman; World History-sophomores; American History-juniors; American Government-seniors.
5. **Physical Education/Health - 10 credit hours** - freshmen.
6. **Business/IT Fundamentals - 10 credit hours** - freshmen.

Total - 160 Credit Hours

Of the remaining 80 hours, students may choose from a variety of electives incorporated in the school curriculum.

Any student who lacks, or will possibly lack, the required number of credits for graduation, should discuss the situation at the beginning of his/her senior year with the guidance counselor to find out what options are available to the student. All requirements must be met before graduation. Assignment of students to a grade shall be made based upon the number of semester credit hours satisfactorily completed at the start of any given school year. Classification shall be as follows:

Freshmen	0-60 credit hours	Sophomore	61-120 credit hours
Junior	121-180 credit hours	Senior	181-235 credit hours

Course Credit for High School Course of Instruction

Course credit toward meeting graduation requirements in the Humphrey Public Schools secondary school program, including middle school and high school grade students, shall be granted for course work completed during the regular school year shall be defined that meet the following standard:

1. A course of instruction providing the student all elements of the high school curriculum for the subject or discipline, which meets a minimum of 30 clock hours upon successful demonstration by the student of knowledge and/or skill proficiency in all elements of such course of instruction. Normally, these courses will meet daily for one quarter of the school year, or its equivalent, of a school year. Upon successful completion of the course of instruction the student shall be credited with 2.5 credit hours.
2. A course of instruction providing the student all elements of the high school curriculum for the subject or discipline, which meets a minimum of 60 clock hours upon successful demonstration by the student of knowledge and/or skill proficiency in all elements of such course of instruction. Normally, these courses will meet daily for one semester of the school year, or its equivalent, of a school year. Upon successful completion of the course of instruction the student shall be credited with 5 credit hours.
3. A course of instruction providing the student all elements of the high school curriculum for the subject or discipline, which meets a minimum of 120 clock hours upon successful demonstration by the student of knowledge and/or skill proficiency in all elements of such course of instruction. Normally, these courses will meet daily for two semesters of the school year, or its equivalent, of a school year. Upon successful completion of the course of instruction the student shall be credited with 10 credit hours.

Course credit is granted only for the satisfactory completion of learning experiences which are organized, supervised and/or administered by the staff of the Humphrey Public Schools, except that credit which is earned at an accredited college or university may be transferred to the Humphrey Public Schools. Students may apply for course credit for class work completed in prior academic school years at any time prior to a determination of completion of course work sufficient to meet school district graduation requirements.

Section 4 Progress Reports

The progress report is an indicator of academic achievement up to the middle of the quarter. Approximately every 4-½ weeks parents/ guardians of all students will receive a progress report.

Section 5 Down & Failing List Policy

A student will be placed on the Down and Failing list if he/she has a grade less than 77% in a given class. Mr Kirby will run a warning list ever Friday. If a student is on the warning list, parents will be notified via the Connect 5 messaging system. This will give students the weekend to bring up their grades (if possible).

On Monday morning Mr. Kirby will complete the Down and Failing list for that week. If a student is able to bring up their grade, the teacher will need to notify Mr. Kirby by email. Students/Guardians and staff will be notified if a student will be placed on the Down and Failing list (mail and/or phone call).

- Parents notified by Mr. Kirby if a student will be ineligible from an activity.

- Remember: Students are ineligible for activities if they have amassed two grades that are less than 70%, or in another words, two “F” grades.
- Ineligibility will be from Monday morning to Saturday of that same week.
- Students who bring up their grades during the week will be eligible automatically with Mr. Kirby’s approval.

Section 6 Notes Home

Students who are receiving a grade of 77% or below in class(es) will receive notification from the individual teacher in an attempt to notify parents and ask for help to correct any difficulties the student may be having. Notes home will be sent in recognition of good work.

Section 7 Withdrawal from Classes

Parents and students are encouraged to discuss their children’s class schedule in order to minimize any difficulties that might arise. If a student feels he/she needs to make a class change, the student should first discuss the proposed change with his/her parents/guardians, teacher, and guidance counselor, and must be done within the first two days of the semester. If a change seems advisable after these consultations, permission to withdraw must be obtained from the parents/guardians, the teachers involved, guidance counselor, and principal. If not agreed by all parties involved, a conference will be held to determine permission to withdraw. Administration may withdraw a student from class if discipline, attendance, or other problems will undoubtedly result in failure or continued problems.

Section 8 Promotion, Retention

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

Section 9 Report Cards

Report cards are issued at the end of each quarter, or nine-week sessions. Letter grades are used to designate a student’s progress. Incompletes shall be designated by an "INC". Students have two weeks after the end of the quarter to make up incomplete work. Failure to do so will cause the grade to change to a "NC" (No Credit).

Section 10 Parent-Teacher Conferences

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

Section 11 Honors and Awards

- A. **Valedictorian and Salutatorian** - Each year a valedictorian and salutatorian will be selected by grade average from the graduating seniors. Students must have attended four (4) semesters to be considered for this distinction. Announcement of Valedictorian and Saluatorian will be made as soon as all high school credits/grades are in/accounted for.
- B. **Honor Roll** - An honor roll will be issued at the end of each quarter and for each semester. Grades 3-12 students who have at least a 93% average will be eligible. Students who maintain an 89-92% average are eligible for honorable mention honor roll. If a student receives a single grade below a 77% in any class, they will not be eligible for honor roll, or honorable mention honor roll regardless of their average grade.

- C. **Merit Honor Roll** - A merit honor roll for citizenship and effort will be issued at the end of each quarter to recognize those students grades 3-12 who have exhibited outstanding effort and attitude. Students must not receive any disciplinary lessons during the quarter in order to be considered for Merit Honor Roll.
- D. **Honor Graduate** - Those students graduating with an 93% GPA or higher will be recognized as Honor Graduates at commencement activities.
- E. **Honor's Night Criteria** - Students in grades 7-12 receiving a 93% or higher in their classes for the first 3 quarters will receive recognition at the Awards Night at the end of the school year.

Section 12 National Honor Society

The National Honor Society chapter of Humphrey Public School is a duly chartered and affiliated chapter of this prestigious national organization.

Admission to the National Honor Society

Membership is open to those students who meet the required standards in four areas of evaluation: scholarship, leadership, service, and character. Standards for selection are established by the national office of NHS and have been revised to meet our local chapter needs. Students are selected to be members by the high school faculty, which bestows this honor upon qualified students on behalf of the faculty of our school each May.

Students in the 10th, 11th, or 12th grades are eligible for membership. For the scholarship criterion, Sophomores must have a 96% or above GPA. Juniors and Seniors are invited with a 93% or higher GPA. Those students who meet this criterion are invited to complete a Student Activity Information Form that provides the faculty council with information regarding the candidate's leadership and service. A history of leadership experiences and participation in school or community service is required. Three (3) letters of recommendation, two (2) from school faculty and one (1) from someone outside of the school, are also required.

To evaluate a candidate's character, the faculty uses two forms of input: first, school disciplinary records are reviewed; second, members of the faculty are solicited for input regarding their professional reflections on a candidate's service activities, character, and leadership. These forms and the Student Activity Information Forms are carefully reviewed by the faculty to determine membership. An average ranking of 3.2 out of 4.0 is necessary for selection. Candidates are notified regarding selection or non-selection according to a predetermined schedule. At this time student inducted will be asked to sign a Code of Conduct which reflects the rules and expectation outlined in this Article 5 – Section 13.

Following notification, a formal induction ceremony is held at the school to recognize all the newly selected members. Once inducted, new members are required to maintain the same level of performance in all four criteria (or better) that led to their selection. This obligation includes regular attendance at chapter meetings held during the school year, and participation in the chapter service projects(s).

Students or parents who have questions regarding the selection process or membership obligations can contact the chapter adviser, Mrs. Stephanie Hogancamp.

Removal from National Honor Society

The behavior of students involved in the National Honor Society (NHS) not only reflects their personal self-esteem but also the amount of pride they have in their school. Students who are members of the NHS represent the most exemplary students at their school and are therefore required to adhere to standards that exceed that required of students who are not members of the NHS. By signing the chapter code of conduct the student agrees to the terms of removal from the NHS chapter.

GENERAL RULES

Any student who is inducted into the NHS of Humphrey Public Schools will be required to conform to the

following general rules of conduct.

1. Obey all rules of the school as stated in the student handbook.
2. Show respect for all teachers, parents, and other students.
3. Stress academic excellence.
4. Care for school equipment and facilities at home and away.
5. Obey the laws of the state and country.
6. Avoid any conduct harmful to the image of Humphrey Public Schools and the NHS

If a student is found to be in habitual violation of these general rules, disciplinary action may be taken in order to allow the student to rectify or correct the behavior. An appropriate amount of time, as assigned by the advisory committee, shall be granted to the student as a probationary period during which he/she can correct his/her behavior. If a student violates the academic standard, by allowing his/her GPA to drop below and "A" (93%), he/she will be given a probationary semester to improve their GPA to meet the standard. Any student who is on a probationary period is still a full member of the NHS and maintains all rights to awards initiated by the Humphrey Public School NHS. Failure of a student to rectify or correct their behavior within the designated probationary period may result in disciplinary action or expulsion from the NHS depending on the severity of the infraction.

SPECIFIC RULES

Students involved in the NHS at Humphrey Public Schools are required to adhere to the following specific rules.

1. The possession and/or use of tobacco in any form are prohibited.
2. The possession and/or use of alcoholic beverages are prohibited.
3. The possession and/or use of any illegal drugs are prohibited.
4. Initiation or hazing procedures against any student by an NHS member is considered improper and is prohibited.

The penalties for violation of these specific rules shall be immediate expulsion from the NHS if one of the following criteria is met:

1. The student admits that he/she was in violation of one or more of the specific rules.
2. The student was observed by an administrator, faculty member, or other staff member while in violation of one or more of the specific rules.
3. The student was ticketed by law enforcement for a drug, alcohol or tobacco violation.

If expelled the student will lose all rights to awards initiated by the Humphrey Public Schools National Honor Society. The expulsion may be appealed to the advisory committee, but the student will be considered expelled from the chapter while the appeal is being reviewed.

Should a review of a general rules violation be required or an appeal of a specific rules violation be requested, an advisory committee shall be formed. The advisory committee will be composed of the following personnel.

1. Principal
2. NHS Sponsor
3. Faculty council made up of three (3) members of the Humphrey Public School faculty.

The advisory committee will meet to discuss the expulsion and determine whether or not the expelled student's appeal has merit. The ultimate decision of the advisory committee will be to either uphold or rescind the expulsion.

Article 6 – Support Services

Section 1 Special Education Identification And Placement Procedures

What Does Special Education Mean?

Special education means educational experiences, curriculum and services, including transportation,

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

How are Students With Disabilities Identified?

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

Students Who May Benefit

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

Independent Evaluation

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

Reevaluation

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

Individual Education Program (IEP)

Each student with a disability must have a written IEP prepared by the staff in cooperation with parents specifying programs and services which will be provided by the schools. If necessary, the district will arrange for interpreters or other assistants to help parents in preparing and understanding the IEP. Once in place, the program is reviewed on an annual basis, or more frequently as needed.

An IEP is developed in a conference setting. Parents will be notified of the persons who will be in attendance. The IEP conference shall include at least the following:

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

It is permissible for parents to bring other persons to the IEP meeting, but it is a good idea to inform the

school before the scheduled meeting. The school district will provide parents with a copy of the IEP.

Special Education Placement

The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Determination of a student's educational placement will be made by the IEP team.

Written notice shall be given to parents a reasonable time before the school district: 1. Proposes to initiate or change the identification, evaluation, verification or educational placement of a child or the provision of a free appropriate public education; or 2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

More Information

Anyone interested in obtaining a copy of the District's special education policy, the Parental Rights in Special Education brochure, or a copy of the Nebraska Department of Education Rule 51 (special education regulations and complaint procedures) or Rule 55 (special education appeal procedures) may contact the Superintendent.

Section 2 Guidance Services

Humphrey Public Schools employs guidance counselor(s) for the purpose of assisting with the District's testing program and to assist with scheduling and for students to discuss problems and resolve conflicts. If you wish to see a counselor, stop by a counselor's office and make arrangements for an appointment.

Section 3 Health Services

Student Illnesses

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home include: Temperature greater than 100°F., vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves. Students should not be sent to school if they have any of these conditions and the child should remain at home until they are fever or symptom-free for twenty-four (24) hours without the use of medication.

Please include emergency daytime phone numbers on your child's emergency information form so that you can be reached if your child becomes ill or injured while at school. Please also inform your school health office staff of health related information you feel is important for your student's success in the classroom and/or safety at school.

Guidelines for Administering Medication

Whenever possible your child should be provided medications by you outside of school hours. **In the event it is necessary that your child take or have medication available at school, the parents/guardians must sign the “Authorization for the Administration of Medication” for the child to be given medication at school.** A consent form is available at the school health office. If your child has asthma or diabetes and is capable of self-managing his or her health condition, contact the health office to develop a self-management plan.

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

Immunizations

Nebraska law requires that students receive the following immunizations prior to admission into school: Mumps, Measles, Rubella, Hepatitis B, Polio, Varicella or date of disease in case of varicella (chicken pox) and DPT. Exceptions to this requirement are based on religious beliefs or medical waiver from a physician. In addition, students must have a physical exam and vision exam prior to Kindergarten entrance or when enrolling from out of the state.

School Health Screening

Children in Preschool through 12th grade, are screened for vision, hearing, dental defects, height and weight. Parents are notified of any health concerns as they are identified. Parents who do not wish their child to participate in the school screening program must communicate this in writing to the school health office where their child attends at the start of the school year. Because Nebraska statutes require school-age screening, parents who remove their child from the screening program must submit findings from an alternate medical provider to the school by December 1. Waiver forms are available from the Superintendent.

Guidelines for Head Lice

When it is reported or suspected that a student may have head lice, the student will be discreetly sent to the health office. The school health office staff will examine the student's head for evidence of live lice. If a student is found to have live lice, the student will be sent home for treatment. **The student may return to school once treatment has been initiated.** The school health office staff will examine the student upon reentry to school.

All students with evidence of live lice will be excluded from school until treatment has been completed. If treatment is evident and progress is being made toward removal of nits and casings, students may be in school and periodically reexamined.

Extended absences due to head lice infestation will be referred to the Nebraska Department of Health and Human Services.

ASTHMA AND ALLERGIC REACTION PROTOCOL

EMERGENCY RESPONSE TO LIFE-THREATENING ASTHMA OR SYSTEMIC ALLERGIC REACTIONS (ANAPHYLAXIS)

DEFINITION: Life-threatening asthma consists of an *acute episode of worsening airflow obstruction. Immediate action and monitoring are necessary.*

A systemic allergic reaction (anaphylaxis) is a severe response resulting in cardiovascular collapse (shock) after the injection of an antigen (e.g. bee or other insect sting), ingestion of a food or medication, or exposure to other allergens, such as animal fur, chemical irritants, pollens or molds, among others. The blood pressure falls, the pulse becomes weak, **AND DEATH CAN OCCUR.** Immediate allergic reactions may require emergency treatment and medications.

LIFE-THREATENING ASTHMA SYMPTOMS: Any of these symptoms may occur:

Chest tightness

Wheezing

Severe shortness of breath

Retractions (chest or neck "sucked in")

Cyanosis (lips and nail beds exhibit a grayish or bluish color)

Change in mental status, such as agitation, anxiety, or lethargy

A hunched-over position

Breathlessness causing speech in one-to-two word phrases or complete inability to speak

ANAPHYLACTIC SYMPTOMS OF BODY SYSTEM: Any of the symptoms may occur within seconds. The more immediate the reactions, the more severe the reaction may become. Any of the symptoms present requires several hours of monitoring.

Skin: warmth, itching, and/or tingling of underarms/groin, flushing, hives

Abdominal: pain, nausea and vomiting, diarrhea

Oral/Respiratory: sneezing, swelling of face (lips, mouth, tongue, throat), lump or tightness in the throat, hoarseness, difficulty inhaling, shortness of breath, decrease in peak flow meter reading, wheezing reaction

Cardiovascular: headache, low blood pressure (shock), lightheadedness, fainting, loss of consciousness, rapid heart rate, ventricular fibrillation (no pulse)

Mental status: apprehension, anxiety, restlessness, irritability

EMERGENCY PROTOCOL:

1. **CALL 911**
2. Summon school nurse if available. If not, summon designated trained, non-medical staff to implement emergency protocol
3. Check airway patency, breathing, respiratory rate, and pulse
4. Administer medications (EpiPen and albuterol) per standing order
5. Determine cause as quickly as possible
6. Monitor vital signs (pulse, respiration, etc.)
7. Contact parents immediately and physician as soon as possible
8. Any individual treated for symptoms with epinephrine at school will be transferred to medical facility

STANDING ORDERS FOR RESPONSE TO LIFE-THREATENING ASTHMA OR ANAPHYLAXIS:

Administer an IM EpiPen-Jr. for a child less than 50 pounds or an adult EpiPen for any individual over 50 pounds. Follow with nebulized albuterol (premixed) while awaiting EMS. If not better, may repeat times two, back-to-back Administer CPR, if indicated.

(PHYSICIAN) Date

(PHYSICIAN) Date

(PHYSICIAN) Date

(PHYSICIAN) Date

Section 4 Student Admission (Age) Requirements Policy #5001

Minimum Age Admission Requirements:

A child shall be eligible for admission into kindergarten at the beginning of the school year if the child is five years of age or will be five years of age on or before July 31 of the calendar year in which the school year for which the child is seeking admission begins. The School Board shall admit a child who will reach the age of five years on or after August 1 and on or before October 15 of such school year if the parent or guardian requests such entrance and provides an affidavit stating that (i) the child attended kindergarten in another jurisdiction in the current school year; (ii) the family anticipates a relocation to another jurisdiction that would allow admission within the current year; or (iii) the child is capable of carrying the work of kindergarten which can be demonstrated through a recognized assessment procedure approved by the Board.

Early Admission to Kindergarten:

The following assessment procedure for determining if a child is capable of carrying the work of kindergarten is approved and shall be made available to interested persons:

Early kindergarten enrollment exceptions may be made for younger children who are intellectually advanced. At a minimum, eligibility for the admission shall be based upon an analysis of the child's: (1) mental ability, (2) emotional/social development, (3) pre academic skills, and (4) fine motor skills.

The kindergarten early entrance assessment procedures are designed to identify and place in kindergarten those children who:

- a. Will turn 5 years of age between August 1 and October 15;
- b. Are deemed by parents or guardians as being intellectually advanced and likely to benefit from advanced grade placement; and
- c. Are selected on the basis of testing by professionals trained and certified to administer the assessments that will produce evidence of strength in:
 1. Mental ability defined as scoring 84th percentile or above on a standardized assessment of cognitive ability such as the Wechsler Pre Primary Scale of Intelligence III, or the Stanford-Binet V;
 2. A test of emotional/social development such as the Behavior Assessment System for Children, Second Edition (BASC-2);
 3. 75th percentile or greater on a test of pre academic skills such as the Woodcock Johnson III; and
 4. A test of fine motor ability, scoring 75th percentile or above on a standardized measurement such as the Beery VMI.

In the discretion of the Superintendent or designee, the assessments may be administered by the School District's professional staff, or the parents or guardians may be required, at their own expense, to have all or some of the required assessments completed by reputable professionals and to submit the results of such assessments to the School District.

The decision regarding early entrance to kindergarten requires careful consideration of all factors that affect kindergarten success with final determination to be made based on the recommendation of the District Evaluation Team, to be composed of such individuals as the Superintendent or designee determine appropriate. The academic, social, and emotional readiness, as well as the student's physical development and well-being, must be weighed with institutional factors also considered. Sound decision making in the area of early entrance to kindergarten is dependent upon reliable information regarding a student's readiness and a thoughtful balancing of the myriad of factors implicated by the decision. Parents will be notified in writing of the results of the Early Kindergarten Entrance assessment and the determination of the District Evaluation Team in a timely fashion; not to exceed three weeks after the assessments are completed. Families who seek early admission of their child into kindergarten must obtain an *Early Entrance to Kindergarten Packet* from the School District Administrative.

Parents must fill out the early entrance application forms, which include a parent questionnaire and obtain

and attach a reference letter from someone who is well acquainted with the child but not a relative of the child. The person providing this reference should know the child well enough that they can speak with some expertise about the child's attributes and abilities. The reference letter should indicate whether this person recommends the child be schooled with children who will be a year older than the child and, if so, the evidence this person has concerning the child's mental ability, fine and gross motor ability, visual and auditory discrimination, emotional/social development, and communication skills. Suggestions for this reference letter are a preschool teacher, a Sunday school teacher, a day-care provider, or a physician.

The assessment request, reference letter and parent questionnaire must be completed and returned to the District no later than May 25th of the spring before fall enrollment to allow summer assessment to be completed.

Decisions regarding early kindergarten entrance must include consideration of the above and shall not be made based on race, color, gender, religion, ancestry, national origin, marital status, age, disability, or sexual orientation of the child or the child's parents or guardians. Institutional factors, such as capacity, may also be considered.

Admission to First Grade:

A child may be eligible to enter first grade, even if the child has not attended kindergarten, if the child is six years of age or will be six years of age on or before October 15 of the current school year and school officials determine that first grade is the appropriate placement for the child.

Graduates:

A student who has received a high school diploma or received a General Equivalency Diploma shall not be eligible for admission or continued enrollment.

Age 21:

A student shall not be admitted or continued in enrollment after the end of the school year in which the student reaches the age of 21. The school year for this purpose ends at the last day of instruction for graduating seniors.

Birth Certificate, Physical, Visual Evaluation and Immunization:

The parents or legal guardian shall furnish:

- (1) A certified copy of the student's birth certificate issued by the state in which the child was born, upon admission of a child for the first time, shall be provided within 30 days of enrollment. Other reliable proof of the child's identify and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
- (2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
- (3) Evidence of a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
- (4) Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox), Haemophilus Influenzae type b (Hib), invasive pneumococcal disease and other diseases as required by applicable law, by immunization, prior to enrollment,

unless the parent or legal guardian submits a written statement that establishes that an exception to the immunization requirements are met.

- (5) Every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

The Superintendent or Superintendent's designee shall notify the parent or guardian in writing of the foregoing requirements and of the right to submit affidavits or statements to object to the requirements, as applicable. The Superintendent or Superintendent's designee shall also provide a telephone number or other contact information to assist the parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify.

A student who fails to meet the foregoing requirements shall not be permitted to enroll or to enter school, or if provisionally enrolled or enrolled without compliance, shall not be permitted to continue in school until evidence of compliance or an exemption from compliance is given.

Enrollment of Expelled Students

If a student has been expelled from any public school district in any state, or from a private, denominational, or parochial school in any state, and the student has not completed the terms or time period of the expulsion, the student shall not be permitted to enroll in this school district until the expulsion period from such other school has expired, unless the School Board of this school district in its sole and absolute discretion upon a proper application approves by a majority vote the enrollment of such student prior to expiration of the expulsion period. As a condition of enrollment, the School Board may require attendance in an alternative school, class or educational program pursuant to Nebraska law until the terms or time period of the original underlying expulsion are completed. A student expelled from a private, denominational, or parochial school or from any public school in another state, will not be prohibited from enrolling in the public school district in which the student resides or in which the student has been accepted pursuant to the enrollment option program for any period of time beyond the time limits placed on expulsion, pursuant to the Student Discipline Act, or for any expulsion for an offense for which expulsion is not authorized for a public school student under such Act. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

Legal Reference: Neb. Rev. Stat. §§ 43-2001 to 43-2012
 Neb. Rev. Stat. § 79-214
 Neb. Rev. Stat. §§ 79-217 to 79-223
 Neb. Rev. Stat. § 79-266.01
 173 NAC Chapters 3 and 4 (HHS Regulations)

Section 5 Route Buses

If you ride the bus, the school accepts the responsibility for you and you are obligated to obey the bus driver at all times. If you do not obey, you may lose the privilege of riding the bus. Students caught doing any damage to the bus will be required to pay the cost of repairing the damage. Buses will pick up students south of the high school building at 3:30 p.m. At approximately 3:40 p.m., they will depart from school. All students riding route school buses will be expected to follow these simple bus rules:

1. Stay seated, face forward, while the bus is moving.
2. The driver will motion when students can move.
3. Keep your hands and feet to yourself.
4. Keep objects and body parts away from open windows.
5. Students will talk quietly with appropriate language.
6. Students causing trouble will be disciplined according to school discipline policy.
7. Students are not to throw things on bus.
8. Students will report to driver any damages to bus at once.
9. Students will pay for any damage to bus.
10. Students are to help keep bus clean.
11. Students will not bring weapons or dangerous items on bus.

Consequences - Consequences for school bus/bus stop misconduct will apply to all school bus routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extra-curricular events (for example, field trips or competitions) will be in the sole discretion of the School District. Parents or guardians will be notified of any suspension of bus privileges.

Elementary (PK-6)

1st Offense – Written warning communicated by phone and by letter.

2nd Offense – 3 school day suspension from riding the bus.

3rd Offense – 5 school day suspension from riding the bus.

4th Offense – 10 day school suspension from riding the bus.

Further Offenses – Individually considered. Student may be suspended for longer periods of time, including the remainder of the school year. NOTE: When a student goes 60 calendar days without a report, the student's consequences may start over at the first offense.

Secondary (7-12)

1st Offense – Written warning communicated by phone and by letter.

2nd Offense – 5 school day suspension from riding the bus.

3rd Offense – 10 school day suspension from riding the bus.

4th Offense – 20 day school suspension from riding the bus.

5th Offense – Suspended from riding the bus for the remainder of school year.

Other discipline - Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school may also result from school bus/bus stop misconduct.

Vandalism/Bus Damage - Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

Notice - Students will be given a copy of school bus and bus stop rules (in the student handbook) the first week of school. Rules are posted on each bus. Both rules and consequences will be reviewed once each semester with students and driver.

Criminal Conduct - In cases involving criminal conduct (for example, assault, weapons, possession or vandalism), the Superintendent, local law enforcement officials and the Department of Public Safety will be notified.

Video Cameras - Students may be videotaped on the bus randomly during the school year.

School Sponsored Activity Bus Rules –

1. Buses will leave as scheduled. Students not on the bus on time will be left. Students who miss the bus will not be allowed to participate in the activity. If school is in session, they will be expected to attend classes that day.
2. All students are to remain seated during the bus ride. Keep objects and body parts away from open windows and obey the bus driver & sponsor(s) at all times.
3. All students are to remain at the site of the scheduled activity.
4. All students who ride an activity bus to an activity are expected to return from the activity on the bus, unless they return home with their parents. Any other arrangement must be made with the administration in advance.
5. All students and parents/guardians are expected to notify the activity bus sponsor and sign their son/daughter off the bus, if they plan to return home with their parents.
6. Due to liability risks, students may be released only to their parents/guardian or other school personnel.
7. All students are expected to clean up any trash they have left on the bus.
8. All students are expected to behave themselves in an orderly fashion during the bus ride and at any activity.
9. Fan buses for student's grades 7-12, will be provided if enough students (30) sign up on the list in the office by the time designated on the sign-up sheet. The fan bus is for students in grades 7-12 only. The fee is refundable if the bus does not go. No one is allowed to sign up without payment of the fee first. Students are to remain out of the buses from the time they arrive at the game until the game is over, or the driver is in attendance.

Article 7 – PIPPS/SAT/MTSS, Student Rights, Conduct, Rules and Regulations

Section 1 STUDENT SUPPORT SYSTEM (PIPPS/SAT/MTSS)

The Performance Improvement Problem Solving System, which was implemented at Humphrey Public Schools on January 14th, 2002. It also discusses the dynamic SAT Program (Student Assistance Team), which has been revised in the Spring of 2004. MTSS (Multi-Tiered Systems of Support), meetings are held monthly with all K-6 instructors and support staff. Data from a Universal Screener and weekly progress monitoring data are shared and discussed. According to this data, EIR and Corrective Reading groups are established as an intervention to improve student performance. Training to administer interventions occurs through ESU support. Decision rules were developed with assistance from the UNL consortium. Core fidelity checks occur quarterly in K-6.

All students who attend classes at Humphrey Public Schools are expected to abide by our rules. Each teacher will explain to the students their expectations and requirements for their particular class. If a student chooses not to follow the guidelines, they are subject to unacceptable behavior consequences.

Please review this section and become familiar with the Student Support System. As you will see, it is no different than what has been expected of students in the past. We ask that students arrive to class prepared, use work time appropriately, complete assigned tasks on time, demonstrate respect for people and property, and respond appropriately to staff directives. Doing these things will ensure that each student gets the most out of their classes at Humphrey Public Schools.

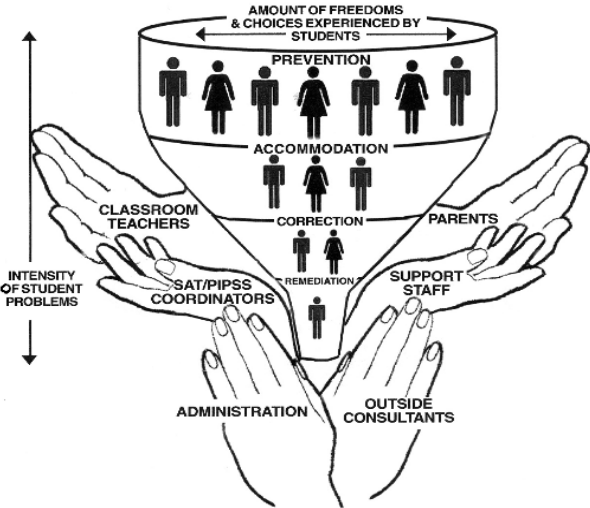
A. **Student Support System General Description** - This school district's mission for all students is to provide quality educational opportunities in a supportive environment. As part of this school district's effort to fulfill this mission, a Student Support System has been developed.

Although most students are able to learn within the supportive environment provided by Humphrey Public School personnel, there are times when some students experience academic or behavior difficulties that cannot be resolved with the classroom teacher and student alone. In these situations, parents and teachers are directed to use the Humphrey Public Schools Student Support System. This dynamic system was designed to provide parents and teachers with a practical way to resolve student academic and/or behavior difficulties so students can master learning and performance goals.

The Student Support System is designed purposefully so the degree of home-school supervision and problem solving support are directly related to student performance. The system is also constructed to minimize the loss of student freedom and choices. In this step by step process, supervision and problem solving support are increased proportional to student problem intensity until the academic and/or behavior problem is resolved or an appropriate educational setting is identified. There are four levels of problem solving in this Student Support System: Prevention, Accommodation, Correction and Remediation.

The support system can be illustrated as follows:

STUDENT SUPPORT FUNNEL



Before students are expected to successfully perform academic and behavior goals, teachers implement six steps of prevention. These steps help increase student performance of goal behaviors and decrease the likelihood of student performance problems. At the beginning of the school year, teachers prepare students to successfully perform the expected goals by working through the following steps:

State the expected goal behaviors. Teachers explain what each goal means to them and describe why the goal is important for each student. There are five student behavior goals:

- Arrive to class on-time
- Arrive to class prepared
- Complete assigned tasks on-time
- Demonstrate respect for people and/or property
- Respond appropriately to staff directives

There is one student academic goal:

- Complete assigned tasks with 70% accuracy

Teach the expected behavior and academic goal behaviors. Teachers explain how students should perform each goal successfully.

State the tolerance for unacceptable performance. Teachers explain the extent to which student can perform unacceptably in the classroom before accommodating measures will be taken.

Provide practice opportunities. Teachers provide students with time to practice the performance of the goals in the classroom.

Provide performance feedback. Teachers provide students with feedback so they understand the accuracy of their performance before policy is implemented.

Problem solve informally. Teachers re-explain their tolerance for unacceptable performance and provide students with opportunities to resolve their academic or behavior problems informally.

Responsibility for Prevention	
Student	Teacher
1. Understand the expected academic and behavior goals	1. State the expected academic and behavior goals
2. Understand how to perform the academic and behavior goals	2. Explain how to successfully perform goals
3. Understand the teacher's tolerance for unacceptable student performance	3. Explain the tolerance for unacceptable performance
4. Practice the academic and behavior goals	4. Provide students practice opportunities
5. Seek teacher feedback	5. Provide students with performance feedback
6. Informally problem solve with the teacher in an attempt to resolve academic and/or behavior difficulties	6. Informally problem solve with the student in an attempt to resolve academic and/or behavior difficulties

B. **Accommodation** - If student academic or behavior performance problems exceed a teacher's tolerance, or a parent identifies an academic concern within a classroom, they may begin the accommodation process.

Academic Concerns - When a student appears on the failing list for two consecutive weeks, the coordinator will send a letter to a parent for student participation in a “check-in/check-out program (To receive additional information about the check-in/check-out program, contact an administrator or coordinator). A parent may also initiate student involvement in the “check-in/check-out program” if they meet program qualification criteria.

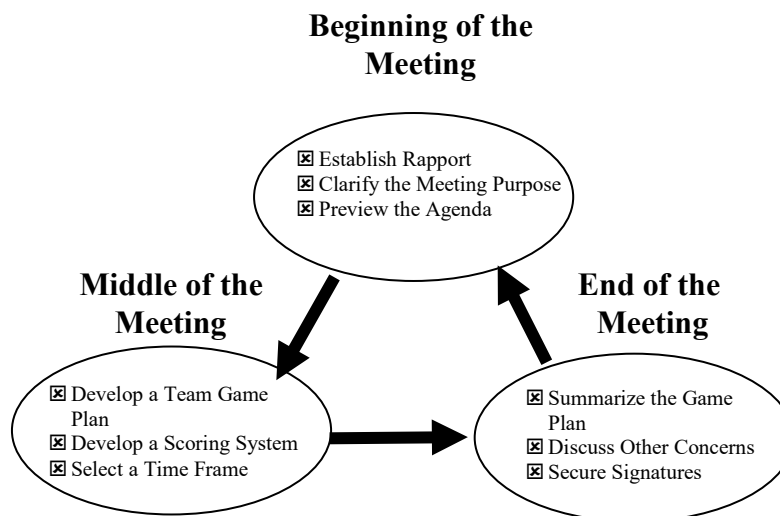
Behavior Concerns - When a student fails to perform a goal behavior after a teacher’s tolerance is used up, a student will receive a consequence and be required to complete a problem-solving lesson. During the problem-solving lesson, students will write responses to the following statements: “My behavior caused a problem because...” “I will take the following two or three actions to correct the problem...” “If I choose not to perform according to the five student goals, I will experience these consequences...” After problem-solving lesson is completed, a copy of the lesson will be mailed to a parent.

When a student fails to perform a goal behavior a second time for a particular teacher, he/she will receive a consequence and be required to complete a problem-solving lesson. After problem-solving lesson is completed, a copy of the lesson will mailed to a parent so they can discuss the problem situation with their child at home.

When a student fails to perform a goal behavior a third time for a particular teacher, he/she will receive a consequence and be required to complete a problem-solving lesson. A copy of the lesson is mailed to a parent.

The student is also required to call a parent to explain how his/her behavior created a need for a mandated meeting within five school days. The student is expected to attend the parent-teacher problem solving meeting. After receiving a third problem solving lesson for a particular teacher, he/she moves to the next level for all teachers.

The purpose for a parent-teacher problem solving meeting is to develop an action plan aimed at resolving the student’s difficulty. During this 20 to 40 minute meeting, parents, teachers and students identify the problem, select a student goal, generate solution ideas, develop a home-school action plan, select a way to measure plan success, assure that each participant understands their part in the plan, and select a time to review the plan. The meeting can be illustrated as follows:



Responsibility for Accommodations	
Student	Teacher
1. Understand how long the problem can persist until a Performance Improvement Plan parent-student-teacher meeting must occur. 2. Actively participate when completing a Problem Solving Lesson Form. 3. Actively problem solve with the parent and teacher when developing a Performance Improvement Plan. 4. Actively participate in plan implementation.	1. State how long the problem can persist until a parent-student-teacher Performance Improvement Plan meeting must occur. 2. Consistently conduct Problem Solving Lessons. 3. Actively problem solve with the parent and student to develop a Performance Improvement Plan. 4. Actively participate in plan implementation. 5. Review the plan effects and determine the next course of action with the parent.

Responsibility for Level II Accommodations	
Parent	Student Support System Coordinator
1. Understand the teacher and child will problem solve in an attempt to resolve academic and/or behavior difficulties. 2. Consistently discuss results of the Problem Solving Sessions with the child at home. 3. Understand how long the problem can persist until a parent-student-teacher PIP meeting must occur. 4. Actively problem solve with the teacher and child to develop a Performance Improvement Plan. 5. Actively participate in plan implementation. 6. Review the plan effects and determine the next course of action with the teacher.	1. Coordinate and Facilitate PIP meetings when requested by a teacher or parent. 2. Inform parents about student's participation in the check-in and check-out program for academic concerns. 3. Collect and summarize all Level I Problem Solving Lesson forms for year-end school improvement decision making.

C. **Correction** - If student academic or behavior performance problems continue after accommodation planning, the classroom teacher will begin corrective problem solving.

Academic Concerns

When a student appears on the failing list for four consecutive weeks, a student will be referred for Performance Improvement Planning (PIP) with a student, parent, coordinator, and the referring classroom teacher(s). Prior to the PIP meeting with a parent and student, the SAT will conduct a 15 minute pre-meeting to identify student needs and generate suggested intervention strategies.

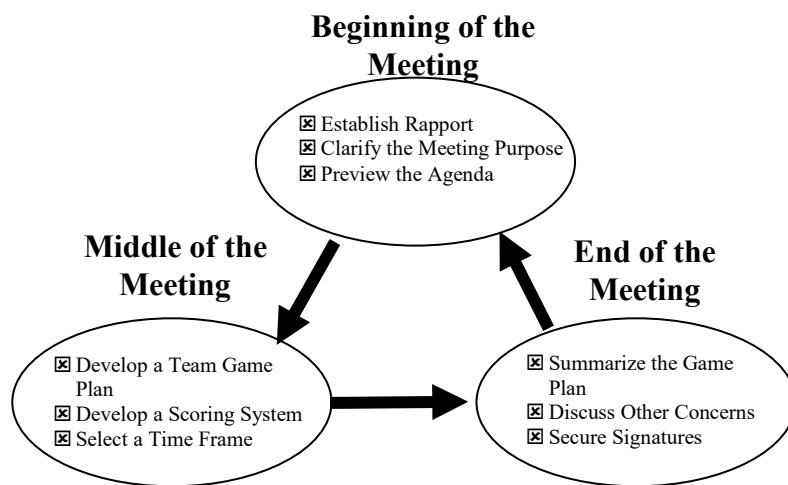
Behavior Concerns

When a student fails to perform a goal behavior after a teacher's tolerance is used up, a student will receive a consequence and be required to complete a problem-solving lesson. During the problem-solving lesson, students will write responses to the following statements: "My behavior caused a problem because.." "I will take the following two or three actions to correct the problem.." "If I choose not to perform according to the five student goals, I will experience these consequences.." After problem-solving lesson is completed, a copy of the lesson will be mailed to a parent.

When a student fails to perform a goal behavior a second time for a particular teacher, he/she will receive a consequence and be required to complete a problem-solving lesson. After problem-solving lesson is completed, a copy of the lesson will be mailed to a parent so they can discuss the problem situation with their child at home.

When a student fails to perform a goal behavior a third time for a particular teacher, he/she will receive a consequence and be required to complete a problem-solving lesson. A copy of the lesson is mailed to a parent. The student is also required to call a parent to explain how his/her behavior created a need for a mandated meeting within five school days. The student is expected to attend the parent-teacher problem solving meeting. After receiving a third problem solving lesson for a particular teacher, he/she moves to the next level for all teachers.

The purpose for a parent-teacher problem solving meeting is to develop an action plan aimed at resolving the student's difficulty. During this 30 to 60 minute meeting, the SAT Coordinator, parent(s), student and teacher(s) identify the problem, select a student goal, generate solution ideas, develop a home-school action plan, select a way to measure plan success, assure that each participant understands their part in the plan, and select a time to review the plan. The meeting can be illustrated as follows:



Responsibility for Level III Correction	
Student	Teacher
1. Understand how long the problem can persist until a Performance Improvement Plan parent-student-teacher meeting must occur. 2. Actively participate when completing a Problem Solving Lesson Form. 3. Actively problem solve with the parent and teacher when develop a Performance Improvement Plan. 4. Actively participate in plan implementation.	1. State how long the problem can persist until a parent-student-teacher Performance Improvement Plan meeting must occur. 2. Consistently conduct a Problem Solving Lessons. 3. Actively problem solve with the parent and student to develop a Performance Improvement Plan. 4. Actively participate in plan implementation. 5. Review the plan effects and determine the next course of action with the team

Responsibility for Level III Correction	
Parent	Student Support System Coordinator
1. Understand the teacher and child will conduct Problem Solving Lessons in an attempt to resolve academic and/or behavior difficulties. 2. Consistently discuss copies of the Problem Solving Lessons with the child at home. 3. Understand how long the problem can persist until a parent-student-teacher PIP meeting must occur. 4. Actively problem solve with the teacher and child to develop a Performance Improvement Plan. 5. Actively participate in plan implementation. 6. Review the plan effects and determine the next course of action with the team.	1. Facilitate problem solving with the parent, child and teacher to develop a Performance Improvement Plan. 2. Actively facilitate activities to prepare the plan for implementation. 3. Consistently facilitate plan implementation 4. Review the plan effects and determine the next course of action with the team.

D. **Remediation** - If a student continues to experience academic or behavior difficulties after the corrective steps have been taken, a student may be referred for remedial problem solving. The purpose of this problem solving is to identify the appropriate educational setting and/or curriculum for the student with the problem situation. Contact an administrator to gather additional information about remedial problem solving.

Problem Solving Lessons by Grade & Level

Level	Grade K-6	Grade 7-12
<i>I. Classroom</i> (classroom teacher, parent, and student)	Lesson 1 – 5 minute session during recess or after school Lesson 2 – 10 minute session during recess or after school Lesson 3 – 15 minute session during recess or after school, student telephone call to a parent and a mandated parent meeting	Lesson 1 – 10 minute session before or after school Lesson 2 – 20 minute session before or after school Lesson 3 – 30 minute session before or after school, student telephone call to a parent and a mandated parent meeting
<i>II. Teaching Assistance Team – TAT</i> (Classroom teacher, parent, student, *grade level support staff and administration when required/requested)	Lesson 1 – 30 minute session during recess and/or after school Lesson 2 – 45 minute detention after school Lesson 3 – 60 minute detention after school in an administrator's office, student telephone call to a parent and a mandated parent meeting	Lesson 1 – 45 minute session after school Lesson 2 – 60 minute detention after school in an administrators office Lesson 3 – One half day in-school suspension and an after school conference, student telephone call to a parent and a mandated parent meeting
<i>III. Student Assistance Team – SAT</i> (classroom teacher, parent, student, administrator, and SAT Coordinator)	Lesson 1 – One half day in-school suspension and an after school conference Lesson 2 – One day in-school suspension and an after school conference Lesson 3 – Two days in-school suspension, an after school conference, student telephone call to a parent and a mandated parent meeting	Lesson 1 – One day in-school suspension and an after school conference Lesson 2 – Two days in-school suspension and an after school conference Lesson 3 – Three days in-school suspension, an after school conference, student telephone call to a parent and a mandated parent meeting
<i>IV. Multi-Disciplinary Team – MDT/Inter-Disciplinary Team – IDT</i> (classroom teacher, parent, student, administration, resource teacher, support staff and community support services)	Lesson 1 – Three days in-school suspension or consequences stated in the IEP/PIP, an after school conference, student telephone call to a parent and a mandated parent meeting Lesson 2 – Four days in-school suspension or consequences stated in the IEP/PIP, an after school conference, student telephone call to a parent and a mandated parent meeting Lesson 3 – Five days in-school suspension or consequences stated in the IEP/PIP, an after school conference, student telephone call to a parent and a mandated parent meeting	Lesson 1 – Four days in-school suspension or consequences stated in the IEP/PIP, an after school conference, student telephone call to a parent and a mandated parent meeting Lesson 2 – Five days in-school suspension or consequences stated in the IEP/PIP, an after school conference, student telephone call to a parent and a mandated parent meeting Lesson 3 – Six days in-school suspension or consequences stated in the IEP/PIP, an after school conference, student telephone call to a parent and a mandated parent meeting

* Grade Level Support Staff = teachers in developmentally grouped grade ranges (K-6 grade teachers, 7-12 grade teachers that currently instruct the identified student)

1. Sessions/Detentions will be served within on day of being issued and will be used as a time for the classroom teacher and student to complete a problem solving form. Refusal to complete a problem solving form will result in a one-day in-school suspension.
2. Suspensions will be served the day following the date of being issued.
3. Students failing to attend a session/detention/conference without making prior arrangements with the classroom teacher will be required to serve the lesson doubling the time. If the lesson still is not served, the student will receive a one-day in-school suspension.
4. Students receiving three lessons at a given level will create the need for a mandated meeting for students, parents and designated staff. If a parent/guardian is not able to meet at the scheduled time, it is the responsibility of the parent guardian to reschedule the meeting within the five consecutive school days. Failure to meet within five school days will result in the student being removed from school until a meeting is conducted.
5. Students suspended in-school must complete assigned tasks on-time to receive full credit. Failure to complete assigned tasks on-time will result in 0% credit.
6. Students suspended out-of-school must complete assigned tasks on-time to receive 70% credit. Failure to complete assigned tasks on-time will result in 0% credit.
7. A student will not be allowed to practice or play in any extra-curricular/co-curricular school functions when on an out-of-school suspension. A student can practice, but not play on the day(s) of an in-school suspension.

E. **Administrative Discipline** - The primary aim of administrative discipline is to maintain a safe school environment. To achieve this purpose, students are expected to perform according to the following administrative rules and goal expectations:

Student Civic Goals

1. Contribute constructively to the community.
 - a. Use words that protect the dignity and freedom of others.
 - b. Use actions that maintain the safety of others.
2. Interact effectively with others
 - a. Ask permission before touching property of others.
 - b. Maintain others property in the condition of their choosing.
3. Fulfill legal responsibilities
 - a. Keep free of drugs, alcohol, and tobacco
 - b. Keep firearms and other potential weapons off school grounds

Section 2 STUDENT DISCIPLINE POLICY #5101

Student Discipline

A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.

1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

- a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
- b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
 - b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
 - c. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
 - d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference.
 - e. A student who on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice

will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.

3. Expulsion:

- a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.
- b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.
- c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
- d. Alternative Education: Students who are expelled may be provided an alternative education program that will enable the student to continue academic work for credit toward graduation. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
- e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.

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

4. Emergency Exclusion: A student may be excluded from school in the following circumstances:
- a. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
 - b. If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers described above.

If the emergency exclusion will be for five school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or his or her designee determines that an emergency exclusion shall extend beyond five days, a hearing is to be held and a final determination made within ten school days after the initial date of exclusion. Such procedures shall substantially comply with the procedures set forth in this policy for a long-term suspension or expulsion, and be modified only to the extent necessary to accomplish the hearing and determination within this shorter time period.

5. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours (this includes Saturday school) to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned,

the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

- B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well-being or rights of other students, staff or visitors.
- C. Grounds for Short-Term Suspension, Saturday School, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, Saturday school, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.
1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
 2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
 3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
 4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
 5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
 6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
 7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or

person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.

8. Public indecency or sexual conduct.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
16. Willfully violating the behavioral expectations for riding school buses or vehicles.
17. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:
 - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
 - b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.
18. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The

term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
- c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.

D. 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.

1. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:
 - a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, tank tops, off the shoulder tops, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
 - b. Shorts, skirts, or skorts that do not reach mid-thigh or longer.
 - c. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
 - d. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage "horse-play" or that would damage property (e.g. cleats).
 - e. Head wear including hats, caps, bandannas, and scarves.
 - f. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
 - g. Clothing or jewelry that is gang related.
 - h. Visible body piercing (other than ears).

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the 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.

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

On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.

2. Academic Integrity.

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

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

- b. Definitions: The following definitions provide a guide to the standards of academic integrity:

- (1) "Cheating" means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:

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

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

- (ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as

expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

- (iii) Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.
 - (iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
 - (v) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student’s real reason for missing class was because the student was not prepared for the test.
- (b) Papers (includes papers, essays, lab projects, and other similar academic work):
- i) Use of Another’s Paper: Copying another student’s paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
 - (ii) Re-use of One’s Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
 - (iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student’s work. For example, a student engages in cheating if the student has a draft essay reviewed by the student’s parent or sibling, and the essay is substantially re-written by the student’s parent or sibling. Assistance from home is encouraged, but the work must remain the student’s.
 - (iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
 - (v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student’s real reason for missing class was because the student had not finished the paper.

- (c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.
 - (2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:
 - (a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
 - (b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
 - (3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.
- c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:
 - (1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.
 - (2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
 - (3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

3. Electronic Devices

- a. Philosophy and Purpose. The District strongly discourages students from bringing and/or using electronic devices at school. The use of electronic devices can be

disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.

b. Definitions.

- (1) “Electronic devices” include, but are not limited to, cell phones, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.
- (2) “Sexting” means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:
 - (i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or
 - (ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,
 - (iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.

c. Possession and Use of Electronic Devices.

- (1) Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.
- (2) Students are permitted to possess and use electronic devices before school hours and after school hours, provided that the student not commit any abusive use of the device (see paragraph (d)(1). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.
- (3) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a lap top computer for a class presentation).
- (4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student’s parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited

use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).

d. Violations

- (1) Prohibited Use of Electronic Devices: Students shall not use electronic devices for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; (f) recording others (photographs, videotaping, sound recording, etc.) or otherwise transmitting images and/or sounds of another person or persons without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public; (g) "sexting;" or (h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.
- (2) Disposition of Confiscated Electronic Devices: Electronic devices possessed or used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.
 - (i) First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school's main office and retrieves the electronic device.
 - (ii) Second Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.
 - (iii) Third Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and suspension of the student from school or Saturday school. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian

personally comes to the school's main office and retrieves the electronic device.

- (3) Penalties for Prohibited Use of Electronic Devices: Students who receive a "sexting" message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in sexting or have any "sexting" message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed:
 - (i) Students found in possession of a "sexting" message shall be subject to a one (1) day suspension from school.
 - (ii) Students who send or encourage another to send a "sexting" message shall be subject to a five (5) day suspension from school.
- (4) Reporting to Law Enforcement: Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.

- e. Responsibility for Electronic Devices. Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

- E. Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:
 - 1. 1st Offense: Student will be confronted and directed to cease.
 - 2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
 - 3. 3rd Offense: Student will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and/or counselor.

If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.

- F. Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:
 - 1. Students are not given locker passes, restroom passes or telephone passes to leave a classroom or study hall unless special circumstances arise.
 - 2. Students in the hallway during class time must have a pass with them.
 - 3. Gum, candy, seeds, etc. are not allowed in the school building or classrooms without the permission of a school official.

4. Students are expected to bring all books and necessary materials to class. This includes study halls.
5. Assignments for all classes are due as assigned by the teacher.
6. Students are not to operate the mini-blinds or the windows.
7. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
8. Students are to be in their seats and ready for class on the tardy bell.
9. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.
10. Students are not to bring “nuisance items” to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
11. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
12. Snow handling is prohibited.

G. Law Violations

1. Any act of a student which is a basis for expulsion and which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible. Conduct to be reported for law enforcement referral includes conduct that may constitute a felony, conduct which may constitute a threat to the safety or well-being of students or others in school programs and activities, and conduct that the legal system is better equipped to address than school officials. Conduct that does not need to be reported for law enforcement referral includes typical adolescent behavior that can be addressed by school administrators without the involvement of law enforcement. In making the decision of whether to report, consideration should be given to the student’s maturity, mental capacity, and behavioral disorders, where applicable. When appropriate, it shall be the responsibility of the referring administrator to contact the student’s parent of the fact that the referral to legal authorities has been or will be made.
The foregoing reporting standards shall be reviewed annually by the school board on or before August 1 of each year, be annually reviewed in collaboration with the County Attorney each year, be distributed to each student and his or her parent or guardian at the beginning of each school year, or at the time of enrollment if during the school year, and shall be posted in conspicuous places in each school during the school year.
2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor’s parents or guardian.

Legal Reference: Neb. Rev. Stat. sections 79-254 to 79-296

Date of Adoption: June 11, 2018

Section 3 Anti-Bullying Policy: Policy #5415

One of the missions of the District is to provide a physically safe and emotionally secure environment for students and staff.

The administration and staff are to implement strategies and practices to reinforce and encourage positive behaviors by students. Positive behaviors include non-violence, cooperation, teamwork, understanding, and acceptance of others. The administration and staff are to implement strategies and practices to identify and prevent inappropriate behaviors by all students, including anti-bullying education for all students. Inappropriate behaviors include bullying, intimidation, and harassment. Bullying means any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events.

The school district shall review the anti-bullying policy annually.

Students who are the victim of bullying or harassment or who observe such occurring are to promptly report the problem to their teacher or to the Principal so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against for making the report.

Legal Reference: Neb. Rev. Stat. ' 79-2137

Student Discipline Act, Neb. Rev. Stat. ' ' 79-254 to 79-296

NDE February 2003 State Board Action; Reaffirmed December 2005

Section 4 Specific Rule Items

1. When students enter any class they are to have their AR book and classroom materials. Each teacher will have individual classroom management rules (assignment book, grading, behavior, rules, procedures, etc).
2. Students will know what to do when entering the classroom.
3. If students do not complete classroom expectations, the teacher shall try working one-on-one with the student, seek help from home, or administrative intervention.
4. The teacher will start and end the class, not the bell.
5. The teacher will designate how classroom materials are handed in.
6. The teacher will explain how to get teacher's attention.
7. The teacher will have a plan for students to get make-up work if classes are missed.

Student in grades K-6 will receive a student planner and student planners will be offered to students grades 7-12. It will be required for Grades K-6 and recommended for Grades 7-12 for every student to take the book to every class. If the student loses his/her planner book, they will be charged \$5.00 for an extra one.

Section 5 Internet Safe and Network Appropriate Use Policy #6800

A. Internet Safety Policy

It is the policy of Humphrey Public Schools to comply with the Children's Internet Protection Act (CIPA) and Children's Online Privacy Protection Act (COPPA). With respect to the District's computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called "hacking," and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (e) obtain verifiable parental consent before allowing third parties to collect personal information online from students; and (f) implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors.

1. Definitions. Key terms are as defined in CIPA. “Inappropriate material” for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
2. Access to Inappropriate Material. To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.
3. Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and security of users of the District’s online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking,’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.
4. Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent’s designees.
5. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent’s designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.
6. Parental Consent. The District shall obtain verifiable parental consent prior to students providing or otherwise disclosing personal information online.
7. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.
8. The District shall comply with the Nebraska Student Online Personal Protection Act and will endeavor to take all reasonable and necessary steps to protect the online privacy of all students.

B. Computer Acceptable Use Policy

This computer acceptable use policy is supplemental to the District's Internet Safety Policy.

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources of the District or made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.
2. Access and User Agreements. Use of the District technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others to sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the District shall inform the Superintendent or designee in writing if they do not want their child to have access.

The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy.

The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.

3. Acceptable Uses. The technology resources are to be used for the limited purpose of advancing the District's mission. The technology resources are to be used, in general, for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.
4. Unacceptable Uses.

The following are unacceptable uses of the technology resources:

- a. Personal Gain: Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.
- b. Personal Matters: Technology resources shall not be used, and no person shall authorize its use, for personal matters unless the User has entered into a lease agreement or other similar agreement with the School District that makes such use permissible under law.

Occasional use that the Superintendent or designee determines to ultimately facilitate the mission of the District is not prohibited by this provision. Examples of occasional use that may be determined to ultimately facilitate the mission of the District: sending an e-mail to a minor child or spouse; sending an e-mail related to a community group in which an employee is a member where the membership in the community group facilitates the District's mission.

This occasional use exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play games or surf

the net for purposes not directly related to their job during duty time; nor may students do so during instructional time.

The occasional use exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for non-school use; or sending an e-mail related to one's own private consulting business.

- c. Campaigning: Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
- d. Technology-Related Limitations: Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation:
 - 1. Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
 - 2. Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.
 - 3. Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
 - 4. Users shall not engage in "hacking" to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
 - 5. Users shall not copy, change, or transfer any software without permission from the network administrators.
 - 6. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
 - 7. Users shall not engage in any form of vandalism of the technology resources.
 - 8. Users shall follow the generally accepted rules of network etiquette. The Superintendent or designees may further define such rules.
- e. Other Policies and Laws: Technology resources shall not be used for any purpose contrary to any District policy, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology resources may not be used:
 - 1. to access any material contrary to the Internet Safety Policy; or to create or generate any such material.
 - 2. to engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
 - 3. to engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails that may imply that the District is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending e-

mails that divulge protected confidential student information to unauthorized persons.

4. to engage in or promote violations of student conduct rules.
 5. to engage in illegal activity, such as gambling.
 6. in a manner contrary to copyright laws.
 7. in a manner contrary to software licenses.
5. Disclaimer. The technology resources are supplied on an “as is, as available” basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error free. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.
6. Filter. A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.

Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.

The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Superintendent. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

7. Monitoring. Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District’s computers or Internet system. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent’s designees.
8. Sanctions. Violation of the policies and procedures concerning the use of the District technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

Legal Reference: Children's Internet Protection Act, 47 USC § 254
Children's Online Privacy Protection Act, 15 U.S.C. § 6501
FCC Order adopted August 10, 2011
47 USC § 254(h)(1)(b); 47 CFR 54.500(b) and 68 FR 36932 (2003) (E-rate
restrictions)
Neb. Rev. Stat. § 49-14,101.01 (Political Accountability and Disclosure Act)
LB 512 (2017).

Date of Adoption: June 12, 2017

Article 8 – Drugs, Alcohol and Tobacco

Section 1 Drug-Free Schools

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

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

Section 2 Education and Prevention

The District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs, which will include in the curriculum the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades of this School District. Further, the District will have proper in-service orientation and training for all employed staff.

Section 3 Standards of Conduct; Notice to Students and Parents

Students are to be provided a copy of the standards of conduct for student behavior in the District which prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities. It shall be the further policy of the District to keep a file showing receipt of standards of conduct and a statement of disciplinary sanctions that may be taken for violations of such standards of conduct. The receipt shall be signed by both student and parent and returned to the respective Principal. It shall contain in prominent letters the following language:

"RECEIPT SHALL SERVE TO DEMONSTRATE THAT YOU AS PARENT OR GUARDIAN OF A STUDENT ATTENDING HUMPHREY PUBLIC SCHOOLS HAVE RECEIVED NOTICE OF THE STANDARDS OF CONDUCT OF THIS DISTRICT EXPECTED OF STUDENTS CONCERNING THE ABSOLUTE PROHIBITION AGAINST THE UNLAWFUL POSSESSION, USE, OR DISTRIBUTION OF ILLICIT DRUGS AND ALCOHOL ON SCHOOL PREMISES OR AS A PART OF ANY OF THE SCHOOL'S ACTIVITIES AS DESCRIBED IN BOARD POLICY OR ADMINISTRATIVE REGULATION. THIS NOTICE IS BEING PROVIDED TO YOU PURSUANT TO P.L. 101-226 AND 34 C.F.R. PART 86, BOTH FEDERAL LEGAL REQUIREMENTS FOR THE DISTRICT TO OBTAIN ANY FEDERAL FINANCIAL ASSISTANCE. YOUR SIGNATURE ON THIS RECEIPT ACKNOWLEDGES THAT YOU AND YOUR CHILD OR CHILDREN WHO ARE STUDENTS ATTENDING THIS DISTRICT FULLY UNDERSTAND THE DISTRICT'S POSITION ABSOLUTELY PROHIBITING THE UNLAWFUL POSSESSION, USE, OR DISTRIBUTION OF ILLICIT DRUGS AND ALCOHOL ON SCHOOL PREMISES OR AS A PART OF THE SCHOOL'S ACTIVITIES AS HEREIN ABOVE DESCRIBED AND THAT COMPLIANCE WITH THESE STANDARDS IS MANDATORY. ANY NON-COMPLIANCE WITH THESE STANDARDS CAN AND WILL RESULT IN PUNITIVE MEASURES BEING TAKEN AGAINST ANY STUDENT FAILING TO COMPLY WITH THESE STANDARDS."

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

Students are to be provided an age appropriate, developmentally based drug and alcohol education and prevention program. The program educates on the adverse effects of the use of illicit drugs and alcohol, with the primary objective being the prevention of illicit drug and alcohol use by students.

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs

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

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

Safe and Drug-Free Schools-- Parental Notice of Right to Withdraw

Pursuant to the provisions of the Every Student Succeeds Act, parents will be notified that, if upon receipt of information regarding the content of safe and drug free school programs and activities other than classroom instruction a parent objects to the participation of their child in such programs and activities, the parent may notify the School District of such objection in writing. Upon the receipt of such notice the student will be withdrawn from the program or activity to which parental objection has been made.

Section 4 Standards of Student Conduct Pertaining to the Possession, Use, or Distribution of Illicit Drugs, Alcohol or Tobacco.

These standards are in addition to standards of student conduct elsewhere adopted by board policy or administrative regulation. The District's standards prohibit the possession, use, or distribution of illicit drugs, alcohol or vaping, vaping products, or tobacco on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. Conduct prohibited at places and activities as hereinabove described shall include, but not be limited to, the following:

1. Possession, use distribution or being under the influence of any controlled substance, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant.
2. Possession of any prescription drug in an unlawful fashion.
3. Possession, use, distribution or being under the influence of alcohol.
4. Possession, use, distribution, or being under the influence of any abusable glue, aerosol paint, vaping products, or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes.
5. Possession, use, or distribution of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes.
6. Possession, use or distribution of any tobacco or vaping product.

Disciplinary Sanctions

Violation of any of the above prohibited acts will result in disciplinary sanction being taken within the bounds of applicable law, up to and including short term suspension, long term suspension, expulsion, and referral to appropriate authorities for criminal prosecution. In particular, students should be aware that:

1. Violation of these standards may result in suspension or expulsion.
2. Prohibited substances will be confiscated and turned over to law enforcement authorities.
3. The student may be referred for counseling or treatment.
4. Parents or legal guardian will be notified.
5. Law enforcement will be notified.
6. If it appears there is imminent danger to the student, other students, school personnel, or students involved, emergency medical services will be contacted.

Intervention

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

Administration

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

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

Section 1 Extracurricular Activity Philosophy

Extracurricular activity programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. Extracurricular activity programs are considered an integral part of the school's program of education that provide experiences that will help students physically, mentally and emotionally.

The element of competition and winning, though it exists, is controlled to the point it does not determine the nature or success of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. Participation in activities, both as a competitor and as a student spectator, is an integral part of the students' educational experiences. Such participation is a privilege that carries with it responsibilities to the school, team, student body, community and the students themselves. In their play and their conduct, students are representing all of these groups. Such experiences contribute to the knowledge, skill and emotional patterns that they possess, thereby making them better individuals and citizens.

Safety

The District's philosophy is to maintain an activities program which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, to inform their coach or sponsor when they are injured or have health problems that require their activities be restricted, and to exercise common-sense.

Warning for Participants and Parents

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

Section 2 Extracurricular Activity Code of Conduct

Purpose of the Code of Conduct. Participation in extracurricular activities is a privilege. The privilege carries with it responsibilities to the school, team, student body, and the community. Participants are not only representing themselves, but also their school and community in all of their actions. Others judge our school on the student participants' conduct and attitudes, and how they contribute to our school spirit and community image.

The student participants' performance and devotion to high ideals and values make their school and community proud. Consequently, participation is dependent upon adherence to this Code of Conduct and the school district's policies, procedures and rules.

Scope of the Code of Conduct.

Activities Subject to the Code of Conduct: The Code of Conduct applies to all extracurricular activities. Extracurricular activities means student activities or organizations which are supervised or administered by the school district which do not count toward graduation or grade advancement and in which participation is not otherwise required by the school.

Extracurricular activities include but are not limited to: all sports, cheerleading, dance team, Pep

Club, Pep Band, vocal, band, speech and drama, One-Act, FBLA, FFA, or FCCLA, Spanish Club, Art Club, Student Council, Student Advisory Board, National Honor Society, and other school sponsored organizations and activities. The Code of Conduct also applies to participation in school sponsored activities such as school dances and royalty for such activities.

A participant means a student who participates in, has participated in, or will participate in an extracurricular activity.

When: The Code of Conduct rules apply to conduct which occurs at any time during the school year, and also includes the time frame which begins with the official starting day of the fall sport season established by the NSAA and extends to the last day of the spring sport season established by the NSAA, whether or not the student is a participant in an activity at the time of such conduct.

The rules also apply when a student is participating or scheduled to participate in an extracurricular activity that is held outside the school year or the NSAA season. For example, if an FBLA, FFA, or FCCLA student plans to participate in a conference in July and commits a Code of Conduct infraction in June, the student may be suspended from participating in the conference. Conduct during the summer months may also affect a student's participation under the team selection and playing time guidelines.

Where: The Code of Conduct rules apply regardless of whether the conduct occurs on and off school grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

Grounds for Extracurricular Activity Discipline. Students who participate in extracurricular activities are expected to demonstrate cooperation, patience, pride, character, self-respect, self-discipline, teamwork, sportsmanship, and respect for authority. The following conduct rules have been determined by the Board of Education to be reasonably necessary to aid students, further school purposes, and prevent interference with the educational process. Such conduct constitutes grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, bullying, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.

6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.
7. Selling, using, possessing or dispensing alcohol, tobacco, narcotics, drugs, a controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. (Note: Refer to “Drug and Alcohol Violations” for further information).
8. Public indecency.
9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
11. Repeated violation of any of the school rules.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
14. Dressing or grooming in a manner which is dangerous to the student’s health and safety or a danger to the health and safety of others or repeated violations of dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
15. Willfully violating the behavioral expectations for those students riding Humphrey Public School buses or vehicles used for activity purposes.
16. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
17. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
18. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant’s attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
19. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.
20. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

All terms used in the Code of Conduct have a less strict meaning than under criminal law and are subject to reasonable interpretation by school officials.

Drug and Alcohol Violations.

Meaning of Terms.

Use or consume includes any level of consumption or use. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation.

Under the influence means any level of impairment and includes even the odor of alcohol on the breath or person of a student, or the odor of an illicit drug on the student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant.

Possession includes having control of the substance and also includes being in the same area where the substance is present and no responsible adult present and responsible for the substance. Possession includes situations where, for example:

- (1) Alcohol is in a vehicle in which the student is present. The student is considered to be in possession if the student is aware that the alcohol is in the vehicle, even though the student has not touched or consumed the alcohol; and
- (2) Alcohol is present at a party attended by the student. The student is considered to be in possession if the student is aware that alcohol is at the party and fails to immediately leave the party, even though the student has not touched or consumed the alcohol.

In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger them. For example, you are not to leave in a car being driven by a person who has been drinking just to get away from the alcohol party immediately when there is no other way to get home. Instead, you should call for a safe ride home and, while waiting, clearly distance yourself from the alcohol).

Consequences.

Students may be suspended from practices or participation in interscholastic competition or participation in co-curricular activities for violations of the Code of Conduct. The period of suspension or other discipline for such offenses shall be determined by the school administration.

The disciplinary consequence will be determined based on consideration of the seriousness of the offense, any prior violations, the student's compliance with the self-reporting obligations, the student's level of cooperation and willingness to resolve the matter, and the student's demonstration of a commitment to not commit future violations.

Because of the significance of drug and alcohol violations on the student participants, other students and the school, the following consequences are established for such violations:

Tobacco, Drugs, Steroids and Alcohol.

An activity participant who violates the tobacco, drug or alcohol rule shall be prohibited from participating in any extracurricular activity for the following minimum periods:

First offense

- | | |
|--|----------------------|
| 1. Volleyball, Basketball, Softball | 4 matches/games |
| 2. Football, Track, Golf, Speech, Cheer/Dance, Bowling | 2 games/meets |
| 3. Drama / FCCLA / FFA/ NHS | 2 meets/performances |

Second offense

- | | |
|--|----------------------|
| 1. Volleyball, Basketball, Softball | 4 matches/games |
| 2. Football, Track, Golf, Speech, Cheer/Dance, Bowling | 2 games/meets |
| 3. Drama / FCCLA / FFA/ NHS | 2 meets/performances |

Third offense and subsequent offenses

- | | |
|---|----------------------|
| 1. Volleyball, Basketball, Softball | 4 matches/games |
| 2. Football, Track, Golf, Speech, & Cheer/Dance | 2 games/meets |
| 3. Drama / FCCLA / FFA/ NHS | 2 meets/performances |

Second, third and subsequent offenders will not be allowed to participate in competition until a meeting is held with parents, the Principal, Counselor, Activities Director, and Coaches. Decisions will be made at that meeting concerning the future of the student's athletic competition.

1. If a student DOES NOT serve all days during the current school year, the remaining days will carry over and be served at the beginning of the next school year. Every student will begin the current school year on the first offense, including those students with days to serve. After their days are served, they will begin on the first offense.
2. Reduction for Self-Reporting: If the student has self-reported, **along with their parent, all violations shall be reduced by one-half (1/2) of the matches/games/meets. Self reporting applies ONLY to the first offense.**
3. Reduction for Participation in Chemical Dependency Program: If the student and parents agree to participate in a school-approved program for chemical dependency, the consequence will be reduced to only the next activity in which the student was to participate (including at least one contest) in the case of a first violation, and to a commensurate reduction (determined by the administration, for a second or subsequent violation).
The program must be administered by a certified alcohol and drug abuse counselor and be approved by the school authorities. The student will need to successfully complete the approved chemical dependency program.
Proof of successful completion of program must be submitted in writing to the **Principal / Superintendent.** Failure to participate and successfully complete the approved chemical dependency program may cause the participating student to be suspended from extracurricular activities for one calendar year. All costs associated with the program are to be borne by the student/parent or guardian.
4. **More Serious Violations:** In the event of more serious drug or alcohol violations, such as students engaging in use of especially serious drug offenses (cocaine, meth, etc.) or procuring alcohol for minors, the consequence of the violation is not restricted by the foregoing, and may be established in the good discretion of the administration.

- This policy is in effect as a school calendar year policy. Students should be held responsible for their actions at all times. Reporting violations should be made as soon as possible and should be the parents' and students' obligation.
- The punishments listed above will carry over into the following season if the violation occurs at the end of a season.
- These rules will also be applied to all activities the student is participating in at the time of suspension.
- The suspended student must finish the season and serve the full suspension. If the student does not serve the full suspension, the suspension will start over the next season.
- It should be noted that having charges filed, dropped, or any other legal situations will have no effect on this policy if evidence substantiates that the student(s) was in violation of the stated policy.
- **Offenses will be cumulative during a student's entire junior high school career (grades 7-8) at Humphrey Public School. Offenses will again be cumulative during a student's entire high school career (grades 9-12) at Humphrey Public School.**

When Suspensions Begin. All suspensions begin with the next scheduled activity in which the student is a participant, after the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension to have a real consequence for the student.

Letters and Post-Season Honors. A student who commits a Code of Conduct violation is:

1. Eligible to letter, provided the student meets the criteria of the coach or sponsor.
2. Not eligible to receive honors during the sport or activity in which they are participating at the time of the offense and/or in sports or activities in which they have been suspended due to a code violation. The coach/sponsor, with the Athletic Director's approval, may make an exception where the student has self-reported or otherwise demonstrated excellence in character allowing for such honors.

Self-Reporting. A student who violates the Code of Conduct must self-report. A failure to self-report will lead to a longer suspension or other discipline. The self-report must be made to: the principal, athletic director, or the head coach or sponsor of an activity in which the student participates. The student's parent or guardian may initiate the self-reporting process, but the student will be later required to give a written statement of the self-report. The self-report must be made the earlier of: (1) before the end of the next school day after the conduct occurred and (2) before participation in an extracurricular or co-curricular activity. In making a self-report, the student must identify the events that took place, what conduct the student engaged in, and any witnesses to the student's conduct, and will be required to put this information in a written statement. In the event the student has received a criminal citation, charge, or ticket, and proclaims innocence of a violation, the student will be required to self-report such offense and provide information as to why they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code

of Conduct.

All students are expected to be honest and forthright with school officials. In the event the coach or activity sponsor or any school administrator asks a student participant for information pertaining to compliance (or lack of compliance) by the student or other student participants with the Code of Conduct or eligibility conditions for participation in activities, the student is expected to fully, completely, and honestly provide the information. Students may be disciplined for a failure to be honest and forthright.

Determining a Violation Has Occurred. A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.
3. When a student admits to violating one of the standards of the Code of Conduct.
4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.
5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

Procedures for Extracurricular Discipline. The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.
2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.
 - a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.
 - b. The suspension may be imposed prior to the meeting if the meeting can not reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.
3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed. The student and parents or guardian will be informed of the opportunity to request a hearing.
4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.

- a. A form to request such a hearing must be signed by the parent or guardian. A form will be provided with the notice letter or otherwise be made available by request from the Principal's office.
- b. The request for a hearing must be received by the Superintendent's office within five days of receipt of the notice letter.
- c. If a hearing is requested:
 - i. The hearing will be held within ten calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.
 - ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.
 - iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session). The written decision will be mailed or otherwise delivered to the participant, parents or guardian.
 - iv. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the informal hearing) will be kept by the school if requested sufficiently in advance of the hearing by the parent/guardian.
5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures
6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

Section 3 Attendance

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly. Students who have "excessive absences" as determined under the school's attendance policy are ineligible to participate in extracurricular activity contests or performances. Students who have four or more unexcused absences in the semester of participation will be ineligible to participate in extracurricular activity contests or performances.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.
3. On the day of a contest, practice, performance or other activity, be in attendance at school by the start of the 3rd period (9:42 a.m.). A student who is not in attendance the full day is ineligible for the contest, performance, or activity.

Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved by the Principal or Athletic Director.

Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

4. A student will not be allowed to play or practice in any extra-curricular/co-curricular school functions when they are on an out-of-school suspension. A student can practice but not play on the day(s) of in-school suspension. If an in-school suspension is given before 12:00 p.m.,

the suspension will be enforced the very next day. If an in-school suspension is given after 12:00 p.m., the suspension may be enforced the very next day, or the following day.

Section 4 Academic Standards

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities show evidence of sincere effort towards scholastic achievement. To be eligible for participation in extracurricular activities students must:

1. Be enrolled in at least 25 credit hours in the semester of participation.
2. A student who is failing two or more classes at progress reporting times will be ineligible to participate in extracurricular activity contests or performances. However, that student becomes eligible as soon as that student has brought up a grade and is only failing at least one class.
3. Academic requirements do not apply to:
 - (A) Instructional field trips which are a part of the scheduled course learning experience;
or
 - (B) Activities or events which are a part of the students grade requirements.

Legal Reference: Neb. Rev. Stat. §§ 79-254 to 79-296

Concussions Policy #6283

1. Training. The Superintendent or designee shall make available training approved by the chief medical officer of the State on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury to all coaches of school athletic teams.
2. Education. The Superintendent or designee shall require that concussion and brain injury information be provided on an annual basis to students and the students' parents or guardians prior to such students initiating practice or competition. The information provided to students and the students' parents or guardians shall include, but need not be limited to:
 - a. the signs and symptoms of a concussion;
 - b. the risks posed by sustaining a concussion; and
 - c. the actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.
3. Response to Concussions
 - a. Removal. A student who participates on a school athletic team shall be removed from a practice or game when he or she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school.
 - b. Return-to-Play. A student who has been removed from a practice or game as a result of being reasonably suspected of having sustained a concussion or brain injury shall not be permitted to participate in any school supervised team athletic activities involving physical exertion, including, but not limited to, practices or games, until the student: (i) has been evaluated by a licensed health care professional, (ii) has received written and signed clearance to resume participation in athletic activities from the licensed health care professional, and (iii) has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

The coach or administration may require that the student's return to full activities be on a stepwise progression back to full participation, or otherwise establish conditions for return to participation that are more restrictive than those defined by the licensed health care professional if the coach or an administrator reasonably deems such to be appropriate.

The signature of an individual who represents that he or she is a licensed health care professional on a written clearance to resume participation that is provided to the school shall be deemed to be conclusive and reliable evidence that the individual who signed the clearance is a licensed health care professional. The school is not required to determine or verify the individual's qualifications.

- c. Parent Notification. If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity per the preceding paragraph, the parent or guardian of the student shall be notified by the Superintendent or designee of the date and approximate time of the injury suffered by the student, the signs and symptoms of a concussion or brain injury that were observed, and any actions taken to treat the student.
- d. Return to Learn. The Superintendent or designee shall develop a return to learn protocol for students who have sustained a concussion. The return to learn protocol shall recognize that students who have sustained a concussion and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.
4. Responsibility of Coaches. Coaches shall comply with this policy and apply their safety and injury prevention training. A coach who fails to do so is subject to disciplinary action, including but not limited to termination of employment.
5. Students and Parents. It is recognized that coaches cannot be aware of every incident in which a student has symptoms of a possible concussion or brain injury. As such, students and their parents have a responsibility to honestly report symptoms of a possible concussion or brain injury to the student's coaches on a timely basis.

Legal Reference: Neb. Rev. Stat. §§ 71-9102 to 71-9106

Date of Adoption: June 9, 2014

A. Nebraska Schools Activities Association Eligibility – See insert in back of handbook.

Section 5 **Humphrey Public Schools Eligibility Guidelines** - In addition to the NSAA eligibility guidelines, the following must also be observed:

Extra-Curricular: All activities not included in an academic class taught through the day. Co-Curricular: Includes speech, chorus, band, art and those required events.

Semester Basis: A student must have received twenty (20) semester hours of credit the immediate preceding semester to be eligible.

Weekly Basis: Students failing two subjects, at the beginning of the **third week of each quarter**, are not eligible to play in any extra-curricular activities during the time their grade remains failing. Ineligibility shall exclude the individual from participating in varsity, reserve or **junior high events**. If after two additional weeks the student's grades are not brought up to passing, then the student shall not attend practice until grades are brought up to where only one is failing. These students are required during this time to

attend a mandatory lunch and/or afterschool study hall until grades improve and only one class is failing. The warning list will come out on Friday with the down list being releases on Monday through the next Saturday.

Daily Basis: Students must be in school by the start of the 3rd period (9:46 a.m.) to participate in activities that day. **Exceptions shall be made for: doctor / dentist appointments, funerals and college visits arranged through the counselor's office.**

Students who support Humphrey Public students at NSAA state championship events (speech, one-act play, softball, etc.) will be allowed to return to school and practice or participate if the following conditions are met:

- The student is not on the down's list for the week.
- The student has all of his/her work made up before leaving school.
- If the student will miss part of practice, he/she must notify the coach/sponsor beforehand.

This exception WILL count toward the five allowed absences per quarter. Arrangements for all of the above exceptions must be made with a written note to the office signed by the parents. Sleeping in to rest up for a game will not be considered an exception, nor will going home and then returning to participate in practice or a performance.

Teachers will be available for students until 3:45 p.m. Practices or organized activities will start after 3:45 p.m. when participants and sponsors are ready to supervise. Students staying at school waiting for a practice session shall be studying in a supervised classroom.

A student will not be allowed to practice or play in any extra-curricular/co-curricular school functions when they are on an out-of-school suspension. A student can practice but not play on the day(s) of in-school suspension. If an in-school suspension is given before 12:00 p.m., the suspension will be enforced the very next day. If an in-school suspension is given after 12:00 p.m., the suspension may be enforced the very next day, or the following day.

Section 6 Activities on Sunday and Church Nights - According to the NSAA, no activity contests may be scheduled on Sunday. In addition to this, the school wishes to work cooperatively with the churches of this community.

The policy further states that "there will be no activities scheduled on Sunday." (EXCEPTION: When a team is required to play a contest on Monday at the varsity level, practices may be scheduled on Sunday afternoon. Practices are to be optional to the extent that the religious beliefs of the students are not being infringed upon. For all such practices, permission must first be granted through the principal or superintendent

****All students will be out of the building at 6:00 PM on Wednesdays. There shall be NO "open gyms", optional film sessions, etc. on Sundays.****

Section 7 Pre-practice Requirement - A signed medical physical exam card/sheet and a signed parental consent form are required each year before a student begins practice.

Section 8 Equipment - The activities department tries to furnish the student with as much of the equipment needed as is feasible. We are confident that we have good equipment and in the case of contact sports, our athletes are well protected. The sponsors in charge will check out all equipment to individuals at the beginning of the activity. The student will be responsible for this equipment and should be prepared to pay for the cost of replacement if it is not checked back in at the end of the activity or when the student is no longer using them. All collections for the lost equipment will be handled by the head coach or activity sponsor in conjunction with the Activities Director. At no time should a student wear equipment belonging to the Humphrey Public Schools except for practices and contests unless permission is given by the activity sponsor. Any student found to be wearing school equipment outside of practice and contests or possessing school equipment can expect to be treated as possessing property not belonging to him/her.

Section 9 Lettering Requirements

VOLLEYBALL: To be eligible, an athlete must play in one third (1/3) of the sets played throughout the year.

SOFTBALL: To be eligible, an athlete must play in 40% of varsity games.

FOOTBALL: To be eligible, an athlete must play in at least one fourth (1/4) of the quarters played throughout the year.

BASKETBALL: To be eligible, an athlete must average one quarter (1/4) per game played throughout the season.

TRACK: To be eligible, an athlete may letter by scoring a total of 10 points during the season in major meets (a meet with 4 or more teams).

BOWLING: To be eligible, an athlete must be academically eligible for every meet, have at least a score of 150 or above in competition, and complete at least one frame in every meet.

GOLF: Points are awarded during each major meet on the basis of: 10 for 1st, 9 for 2nd and 1 for 10th. One (1) point will be earned for participation in a major meet, plus the number of points you earn if you place in the top ten. A major meet is a meet with four (4) or more teams competing. One (1) point will also be earned for participation in a dual/triangular. A total of 10 points must be earned to receive a varsity letter. For all sports the additional criteria will be added:

1. Seniors who have been out for all 4 years and displayed exemplary effort and work ethic but have not met the criteria above;
2. An injured participant who, in the eyes of the sponsor, would have fulfilled the criteria in absence of the injury
3. Adhere to all the rules and regulations on a regular basis.
4. Coach discretion.

CHEER/DANCE: To be eligible, member must have the sponsors' recommendations.

SPEECH: To be eligible, members must be a four year member of the team, a conference medalist or district medalist. Member must also have a sponsor recommendation because sometimes there are kids who do all the right things and come up just short. We keep track of practices, placements and scores at each meet, and general attitude and effort.

ONE ACT: To be eligible, members must have no unexcused/ineligible absences from practices, must attend all performances, and after the second coach correction of a concern, the member is ineligible.

BAND/CHOIR: To be eligible, member must have sponsors recommendation, and 95% GPA for 3 quarters or 95% GPA for 2 quarters plus one of the following: Received a Superior rating at Districts as a member of a small ensemble, or performed a solo at District competition.

Section 10 Dressing Room and Locker Room Guidelines

Dressing Room: All the athletes are under the direct supervision their sponsors. A participant must not linger in the dressing room, be rowdy or endanger the safety of others. All cases of misconduct will be handled by the sponsor of that activity.

Participants are to respect all equipment and supplies in the training room. Sponsors offices and equipment rooms are "off-limits" to all participants except managers. EXCEPTIONS: The participant is given permission to enter by a sponsor.

Locker Room: Locker rooms are not to be used before 7:45 a.m., during the lunch hour, or after school, unless you are out for an activity. Students may receive a lesson or other disciplinary action for any misconduct in the locker room or being in the locker room during restricted hours.

Section 11 Dances (Grades 9-12) - High School dances sponsored by the faculty members and approved by the administration will allow guests who are not Humphrey High students as long as the following rules are observed.

The guest must be at least a freshman and have a date with a Humphrey High School student. The guest may be no older than 20 years of age. All guests will be registered with the school principal at least one day prior to the dance. The guest must conduct himself/herself in the same manner that is expected of a Humphrey High student. The administration will reserve the right to approve or disapprove all outside guests. The Humphrey High School student will be responsible for the conduct of his/her guest. All dances held at Humphrey High School will be closed dances. Once a student leaves the dance, he/she will not be allowed to re-enter.

1. **Homecoming** - The student body will vote for the King and Queen and their attendants for Homecoming. The King must be a senior boy who is presently involved in extra-curricular or co-curricular activities. The queen must be a senior girl who is presently involved in extra-curricular or co-curricular activities. Homecoming is sponsored by the Student Council, who will be in charge of the weekly activities and the royalty and dance. High School students grades 9-12 will vote for the King/Queen. One couple from the freshman, sophomore, junior, and senior class will be elected as attendants. To be eligible for an attendant, the student must be presently involved in extra-curricular or

co-curricular activities. No one will be an attendant more than once. High school students will vote for the King/Queen and the class attendants.

2. **Prom** - The junior-senior prom is held in the spring. The prom is sponsored by the junior class. In order to attend you must either be a junior or senior at Humphrey High School, or a guest of a junior or a senior. Servers are chosen from the sophomore class by academic standing. The top five boys and five girls are chosen as servers. A breathalyzer will be administered to every student before the prom begins, including prom servers, in order to promote the safety of all students.

Section 12 Assemblies - The schedule of assemblies is arranged by Administration. The programs are scheduled as an educational experience though they may be entertaining in nature as well. The student body is expected to conduct themselves in an intelligent and courteous manner. If students are unable to perform in this manner the assemblies may be discontinued. Teachers will be assigned to certain areas for supervisory purposes.

Section 13 Senior Trip - The senior class will be permitted to have one senior trip day. This day will be some time during the school year. The following regulations concerning the trip are to be observed:

1. The senior trip must be some destination within the boundaries of the State of Nebraska unless an exception is granted by the Superintendent and the Board of Education on a year-by-year basis.
2. Seniors shall not be permitted to spend a night away from home as a part of their trip activity without the Board of Education's approval.
3. The senior class sponsor will have charge of all arrangements with the assistance of the senior class officers.
4. Final approval of the senior trip must be obtained from the Superintendent of Schools.
5. The senior trip must be arranged well in advance of the planned date.

Section 14 School Organizations

The following groups have been recognized as official organizations at Humphrey High School: Student Council, FBLA, FFA, FCCLA, and National Honor Society. Any student wishing to belong to any of these organizations should consult with the sponsor of the particular organization. Once a member of an organization, the student is expected to abide by the constitution of the organization or lose his or her membership status.

A. **Class Organizations** - Each grade (7-12) will have its own class organizational meeting at the beginning of the year to discuss the election of class officers, dues, money-making projects and expenditures.

B. **Class Sponsors** - There will be at least one sponsor for all class organizations.

The sponsor(s) shall attend all meetings of the class and no official business will be transacted without the sponsor present. They will supervise any activity of the class.

C. **Class Fund Raisers** - Students in each class are expected to do their part when it comes to working and selling things for a fund raiser. Students who refuse to participate in their class's fund raisers may be subject to pay an average sum of what the class made at each fund raiser. Fund raisers must have prior approval from the principal.

D. **Organizational Meetings** - Meetings for all organizations will be held before or after school. If they are held after school, they will be from 3:40 to 4:00 p.m. The sponsor will plan the meeting far enough ahead of time so all members can attend. The sponsor will be in charge of letting the students into the building if they are meeting before the start of the school day. The meeting will be cleared with the school office to avoid conflicts. Meeting dates will be put in the school bulletin at least one week in advance.

Section 15 Student Fees/Instructional Program Policy #5416

Student Fees Policy

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

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

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

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. The District does so by setting forth the following guidelines and policies. This policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. The Policy includes Appendix "I," which provides further specifics of student fees and materials required of students for the 2013-2014 school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

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

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

(2) Personal or consumable items & miscellaneous'

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

(b) Courses

(i) General Course Materials. Items necessary for students to benefit from courses will be made available by the District for the use of students during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper,

pens, erasers, notebooks, trappers, protractors and math calculators. A specific class supply list will be published annually in a Board-approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain District property.

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

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

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

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

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

(4) Extracurricular Activities-Fees for participation. Any fees for participation in extracurricular activities are further specified in Appendix "1." Admission fees are charged for extracurricular activities and events.

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

obtaining credits from a postsecondary educational institution.

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

(7) Copies of student files or records. The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

(8) Participation in before-and-after-school or pre-kindergarten services. Students are responsible for fees required for participation in before-and-after-school or pre-kindergarten services offered by the District, except to the extent such services are required to be provided without cost.

(9) Participation in summer school or night school. Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

(10) Breakfast and lunch programs. Students shall be responsible for items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations. Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like. Students may be required to bring money or food for field trip lunches and similar activities.

(11) Waiver Policy. The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.

(12) Distribution of Policy. The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to every student of the District or to every household in which at least one student resides, at no cost.

(13) Student Fee Fund. The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which it was collected from students. Funds subject to the Student Fee Fund consist of money collected from students for: (1) participation in extracurricular activities, (2) postsecondary education costs, and (3) summer school or night school.

CERTIFICATION

On the 12 day of June, 2023, the school board held a public hearing at a meeting of the school board on a proposed student fee policy. Such public hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the preceding school year. The foregoing student fee policy was adopted after such public hearing by a majority vote of the school board at an open public meeting in compliance with the public meetings laws.

Superintendent or Other Authorized School Official

Legal Reference: Neb. Rev. Stat. §§79-2125 to 79-2135 and Laws 2003, LB 249 (The Public Elementary and Secondary Student Fee Authorization Act)
 Neb. Constitution, Article VII, section 1.
 Neb. Rev. Stat. §§79-241, 79-605, and 79-611 (transportation)
 Neb. Rev. Stat. §79-2104 (student files or records)
 Neb. Rev. Stat. §79-715 (eye-protective devices)
 Neb. Rev. Stat. §79-737 (liability of students for damages to school books)
 Neb. Rev. Stat. §79-1104 (before-and-after-school or pre-kindergarten services)
 Neb. Rev. Stat. §§79-1106 to 79-1108.03 (accelerated or differentiated curriculum program)

Student Fee Waiver Application

Students whose families meet the income guidelines for free and reduced price lunches are eligible to have expenses of certain fees, specialized equipment, and specialized attire waived as provided by district policy. All information provided in connection with this application will be kept confidential. The waiver does not carry over from year to year and must be completed annually.

ALL INFORMATION REQUESTED ON THIS FORM MUST BE COMPLETED FOR THE FEE
WAIVER APPLICATION TO BE PROCESSED

PLEASE PRINT:

Date Completed: _____

Name of Parent or Guardian: _____

Street Address: _____

<u>Student Name(s)</u>	<u>School Attending</u>	<u>Grade</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Your signature below is required for the release of information regarding the student or student's family financial eligibility for the programs referred to above. Without your signature, this application cannot be processed.

Signature of parent or guardian: _____

Administrator signature: _____

Article 10 – State and Federal Programs

Section 1 **Employee Anti-Discrimination Policy #4003**

Personnel - All Employees (& Students)

Anti-discrimination, Anti-harassment, and Anti-retaliation

A. Elimination of Discrimination.

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

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

Students: Principal, 405 South 7th Street, Humphrey, NE 68642 (402) 923-1230

Employees and Others: Mr. Brice King, Superintendent, 405 South 7th Street, Humphrey, NE 68642 (402) 923-1230 (briceking@humphrey.esu7.org).

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

B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.

1. Purpose:

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

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

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or

- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

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

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

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

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

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

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

All District employees are expected to take prompt and appropriate actions to report and prevent

discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

2. Anti-retaliation:

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

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

3. Grievance (or Complaint) Procedures:

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

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

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

i. Level 1 (Investigation and Findings):

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

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The

District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

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

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

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

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

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

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

The District will send concurrently to the parties written notification of the decision (findings and

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

ii. Level 2 (Appeal to the Superintendent):

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

iii. Level 3 (Appeal to the Board):

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

4. Confidentiality:

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

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

5. Training:

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

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

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

7. Preventive Measures:

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

The District also may distribute specific harassment and violence materials (such as sexual

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

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

Date of Adoption: July 13, 2020

Section 3 Notice of Nondiscrimination

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

Students: Principal, 405 South 7th Street, Humphrey, NE 68642 (402) 923-1230

Employees and Others: Mr. Brice King, Superintendent, 405 South 7th Street, Humphrey, NE 68642 (402) 923-1230 (briceking@humphrey.esu7.org).

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

Complaint Form Discrimination, Harassment or Retaliation

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

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

The applicable coordinator may be contacted if you have questions about filling out this complaint form:

Students: Principal, 405 South 7th Street, Humphrey, NE 68642 (402) 923-1230

Employees and Others: Mr. Brice King, Superintendent, 405 South 7th Street, Humphrey, NE 68642 (402) 923-1230 (briceking@humphrey.esu7.org).

Name: _____

Date: _____

(1) Description of the complaint: _____

_____.

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

_____.

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

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

_____.

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

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

Signature: _____

Received by: _____

Date: _____

Section 4 Multicultural Policy #6370

Multicultural Education

Humphrey Public Schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races.

Statement of Philosophy and Mission

The philosophy of the multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races and (b) with the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races.

The mission of the multicultural education program is to prepare students to: (a) value and respect their own culture and race and cultures and races other than their own and (b) eliminate stereotypes and different treatment of others based on culture and race. The mission shall also include preparing students to eliminate stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

Implementation of Multicultural Education

The philosophy and mission of the multicultural education program is to be implemented as follows:

1. Multicultural education shall be included in goals established for educational programs.
2. Multicultural education shall be included in the district curriculum guides, frameworks, or standards.
3. The process for selecting appropriate instructional materials shall include assuring that the instructional materials at all grade levels include studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races.
4. Staff development shall be provided on the District's multicultural education policy. The staff development shall include professional development for administrators, teachers, and support staff which is congruent with the District and program goals.
5. Periodic assessment of the multicultural education program shall be conducted by the Superintendent. Teachers and other staff upon request shall have the responsibility to provide the administration with reports on: (a) the instructional materials used and programs or methods implemented with their students which are supportive of the multicultural education program philosophy and mission, (b) programs or materials to be implemented in the future or which teachers or other staff feel should be implemented to further advance such philosophy and mission, and (c) with their professional assessment on the successes of or deficiencies in achieving the multicultural education program philosophy and mission. The Superintendent shall provide an annual status report on the assessment to the Board of Education

Legal Reference: Neb. Rev. Stat. §§ 79-719 to 79-723
 Nebraska State Board of Education Rule 10

Section 5 Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973:

The following is a description of the rights granted by federal law to qualifying students with disabilities. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent).
11. File a local grievance.

Section 6 Notification of Rights Under FERPA:

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

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant

or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

NOTICE CONCERNING DIRECTORY INFORMATION

The district may disclose directory information. The types of personally identifiable information that the district has designated as directory information are as follows: student's name, address, telephone listing, electronic mail address, photograph, date of and place of birth, major fields of study, dates of attendance, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and most recent previous educational agency or institution attended. A parent or eligible student has the right to refuse to let the district designate any or all of those types of information about the student as directory information. The period of time within which a parent or eligible student has to notify the district in writing that he or she does not want any or all of those types of information about the student designated as directory information is as follows: two weeks from the time this information is first received. The district may disclose information about former students without meeting the conditions in this section.

ADDITIONAL NOTICE CONCERNING DIRECTORY INFORMATION

The district's policy is for education records to be kept confidential except as permitted by the FERPA law, and the district does not approve any practice which involves an unauthorized disclosure of education records. In some courses student work may be displayed or made available to others. Also, some teachers may have persons other than the teacher or school staff, such as volunteers or fellow students, assist with the task of grading student work and returning graded work to students. The district does not either approve or disapprove such teaching practices, and designates such student work as directory information and as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the district in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.

Section 7 Notice Concerning Disclosure of Student Recruiting Information:

The Every Student Succeeds Act of 2001 requires Humphrey Public Schools to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that Humphrey Public Schools not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written parental consent. Humphrey Public Schools will comply with any such request.

Section 8 Notice Concerning Staff Qualifications:

The Every Student Succeeds Act of 2001 gives parents/guardians the right to get information about the professional qualifications of their child's classroom teachers. Upon request, Humphrey Public Schools will give parents/guardians the following information about their child's classroom teacher:

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

Section 9 Student Privacy Protection Policy #5419

It is the policy of Humphrey Public Schools to develop and implement policies which protect the privacy of students in accordance with applicable laws. The Districts policies in this regard include the following:

- A. Right of Parents to Inspect Surveys Funded or Administered by the United States Department of Education or Third Parties: Parents shall have the right to inspect, upon the parents request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the District) before the survey is administered or distributed by the school to the parents child.
- B. Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive: The District will require, for any survey of students which contain one or more matters deemed to be sensitive (see section headed Definition of Surveys of Matters Deemed to be Sensitive), that suitable arrangements be made to protect student privacy (that is, the name or other identifying information about a particular student). For such surveys, the District will also follow the procedures set forth in the section entitled: Notification of and Right to Opt-Out of Specific Events.
- C. Right of Parents to Inspect Instructional Materials: Parents shall have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term instructional materials for purposes of this policy.

The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable times and place as will not interfere with the educators intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern, and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

- D. Rights of Parents to be Notified of and to Opt-Out of Certain Physical Examinations or

Screenings

The general policy and practice of the District is to not administer physical examinations or screenings of students which require advance notice or parent opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law; and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act. For physical examinations or screenings which do not fit into the applicable exceptions, the District will follow the procedures set forth in the section entitled: Notification of and Right to Opt-Out of Specific Events.

E. Protection of Student Privacy in Regard to Personal Information Collected from Students

The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information.

Personal information for purposes of this policy means individually identifiable information about a student including: (1) a student or parents first and last name, (2) home address, (3) telephone number, and (4) social security number. The term personal information, for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate data from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

F. Parent Access to Instruments used in the Collection of Personal Information

While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received.

The procedures for making and granting such a request are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of personal information is occurring or there

is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

Annual Parental Notification of Student Privacy Protection Policy

The District shall provide parents with reasonable notice of the adoption or continued use of this policy and other policies related to the student privacy. Such notice shall be given to parents of students enrolled in the District at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies.

Notification to Parents of Dates of and Right to Opt-Out of Specific Events

The District shall directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:

1. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information);
2. Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and
3. Any nonemergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the District is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions to the advance notice requirement and parent opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act).

Parents shall be offered an opportunity in advance to opt their child out of participation in any of the above listed activities. In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

Definition of Surveys of Matters Deemed to be Sensitive

Any survey containing one or more of the following matters shall be deemed to be sensitive for purposes of this policy:

1. political affiliations or beliefs of the student or the students parent;
2. mental or psychological problems of the student or the students parent;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom the student has close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers,

- physicians, and ministers; or
- 7 Religious practices, affiliations, or beliefs of the students or the students parent;
 8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Legal Authorities: Every Student Succeeds Act of 2001, section 1061;
Protection of Pupil Privacy Amendment (sometimes referred to as the Hatch Act the "Grassley Amendment" or the Tiahrt Amendment), 20 U.S.C. ' 1232h and 34 CFR Part 98;
Family Educational Rights and Privacy Act, 20 U.S.C. ' 1232g;
Neb. Rev. Stat. ' ' 79-530 to 79-533

Section 10 Title I Parental Involvement Policy #6410

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

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

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

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

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

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

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

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

Legal Authorities: 20 U.S.C. §§6318 and 7801(32)

Date of Adoption: June 11, 2018.

Humphrey School District Title 1 Student/Parent/Teacher Compact

Student:

I understand that school is important to me. It will help me accomplish great things later on in my life. I agree to:

- respect rules, property, self, and others
- attend school daily and be prepared to learn and complete all work
- have a positive attitude toward learning

Parent/Caring Adult:

I understand that my participation in my student's education will help in their achievement. I agree to :

- provide a place, time, materials, and assistance for homework
- instill a positive attitude toward school and teachers
- read to and listen to my student read
- open lines of communication between home and school and visit the school/Title 1 room/classroom

Title 1 Teacher:

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

- contact homes through a variety of media
- provide a safe, caring, and stimulating learning environment
- be a positive role model
- use a high-quality curriculum with effective instruction in the school's student supportive classrooms
- enable children to meet the NE academic standards

Section 11 Homeless Students Policy #5418
Homeless Education Program

**HOMELESS STUDENT ENROLLMENT INFORMATION
& PLACEMENT REQUEST**

Child's Name: _____ Birth Date: _____ Grade _____
(Last Name) (First Name) (M.I.)

Parent/Guardian Name _____ Unaccompanied Youth _____
(Last Name) (First Name) (M.I.) ("Yes" or "No")

Current Address _____

Telephone Number: _____
(If phone # not available, phone number of someone who can be contacted and their relationship, if any).

Information provided on this form is confidential.

1. Homeless Status

a. Do you live in any of these following situations?

- _____ sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (example: evicted from home, cannot afford housing, etc.)
_____ in a motel, hotel, campground or similar setting due to lack of alternative adequate accommodations
_____ in emergency or transitional shelters such as domestic violence or homeless shelters or transitional housing shelter or agency
_____ have a primary nighttime residence that is a place not designed for or ordinarily used as a regular sleeping accommodation for humans
_____ in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
_____ None of the above.

b. How long do you anticipate living in current location? _____

2. School Most Recently Attended

School: _____
(School Name) (City) (State)

Dates of Attendance: _____ to _____

Grade level when last attended: _____

3. Eligible for any of these educational and school related activities and services?

☐ Special Education (IDEA) If yes, please identify disability and special education services previously provided : _____

☐ English Language Learners (ELL) ☐ Gifted ☐ Vocational Education

☐ Other _____

4. Possible Barriers to Education
☐ No Birth Certificate ☐ No immunizations or other medical records
☐ No School Records ☐ Transportation ☐ School Selection
☐ Other issues/barriers _____
5. Requested Services and Activities to be Provided by Homeless Student Program
☐ Obtaining or transferring records necessary for enrollment
☐ Emergency assistance related to school attendance
☐ Expedited evaluations
☐ Transportation ☐ Clothing to meet a school requirement ☐ School supplies
☐ Early childhood program ☐ Tutoring or other instructional support
☐ Before/after-school, mentoring, summer programs
☐ Referrals for medical, dental, or other health services
☐ Referral to other programs/services
☐ Assistance with participation in school programs
☐ Parent education related to rights/resources
☐ Coordination between schools and agencies
☐ Counseling ☐ Addressing needs related to domestic violence
☐ Staff professional development/awareness
☐ Other _____
6. Placement
a. School placement requested by parent/guardian or unaccompanied youth: _____
b. Reason(s) for Request: _____
c. Name of "School of Origin" _____
(School of Origin means the school that the child attended when permanently housed or the school in which the child was last enrolled).
Enrollment Date _____
Has student been withdrawn? _____
If so, what was the withdraw date? _____
d. Distance from:
i. Residence to the school of origin (miles): _____
ii. Residence to the school requested (if not school of origin): _____

Parent or Guardian or Unaccompanied Youth's signature

Date

Children living in homeless situations have certain rights under the McKinney-Vento Homeless Assistance Act. Please contact the Homeless Coordinator with any questions.

**WRITTEN NOTIFICATION OF
ENROLLMENT/PLACEMENT DECISION FOR HOMELESS STUDENT**

Child's Name: _____

In compliance with the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:

Parent/Guardian _____ Unaccompanied Youth _____
(Name) (Name)

After reviewing your request to enroll the child, the determinations are as follows:

Homeless student program eligibility:

_____ Child does not qualify under the homeless student program.
_____ Child qualifies under the homeless student program. This determination was
based upon: _____

Placement (if enrolled under the homeless student program) was made based on best interest of the student. The placement will be at: _____
(Name)

Explanation for this determination (if not school of origin or the choice of parent/guardian or unaccompanied youth, give detail): _____

If you are not satisfied with the determinations, you have the right to use the dispute resolution process. Contact the Homeless Coordinator and complete a Dispute Resolution Form.

Notices:

- The student has the right to be immediately admitted in the school in which enrollment is sought pending resolution of the dispute.
- You may contact the Nebraska Commissioner of Education
Nebraska Department of Education
matt.blomstedt@nebraska.gov
Telephone: (402) 471-5020
- You may seek the assistance of advocates or attorneys.

Administrator

Date

Written Notification Form was given to parent/guardian or unaccompanied youth on
_____ (Date).

Homeless Education Program

DISPUTE RESOLUTION FORM

Article I.

This form should be completed when a dispute arises over school enrollment/placement.

Child's Name: _____

Person completing form: _____
(Name) (Relation to Student)

I may be contacted at (address/phone/e-mail): _____

I wish to dispute the following decision: _____

The decision I am disputing was wrong because (give detailed information in support of your position and use an attachment if necessary): _____

_____ Persons who have information to support my position
(include _____ contact _____ information):

I request that the following action be taken on this dispute: _____

Parent or Guardian or Unaccompanied Youth's signature Date

-----**For School Use**-----

Date received by Homeless Coordinator _____

-----**Determination of Homeless Coordinator**-----

In compliance with the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:
Parent/Guardian _____ Unaccompanied Youth _____

(Name)

(Name)

After reviewing the information relevant to your dispute my determination is as follows:

Explanation for this determination: _____

Notice of Right to Appeal: If you are not satisfied with the determination on this dispute, you have the right to appeal as provided for in the Nebraska Department of Education Rule 19. The appeal is to be filed with the Commissioner of Education within 30 calendar days of receipt of this decision. For information about an appeal you may contact:

Nebraska Commissioner of Education
Nebraska Department of Education
brian.maher@nebraska.gov
Telephone: (402) 471-5020

Administrator Date

The Determination of the Homeless Coordinator on this dispute was given to parent/guardian or unaccompanied youth on _____ (Date).

Section 12 Breakfast and Lunch Programs:

Humphrey Public Schools has agreed to participate in the National School Lunch Program and accepts responsibility for providing free and reduced price meals to eligible children in the schools under its jurisdiction. The school food authority assures the State Department of Education that the school system will uniformly implement the following policy to determine children's eligibility for free and reduced price meals in all National School Lunch Programs. In fulfilling its responsibilities the school food authority:

1. Agrees to serve meals free to children from families whose income meets eligibility guidelines.
2. Agrees to serve meals at a reduced price to children from families whose income falls between free meal scale and the poverty guidelines.
3. Agrees to provide these benefits to any child whose family's income falls within the criteria in Attachment A after deduction are made for the following special hardship conditions which could not reasonably be anticipated or controlled by the household: Unusually high medical expenses; shelter costs in excess of 30 percent of reported income; special education expenses due to the mental or physical condition of a child; disaster or casualty losses.
4. In addition, agrees to provide these benefits to children from families who are experiencing strikes, layoffs and unemployment which cause the family income to fall within the criteria set forth in federal guidelines.
5. Agrees there will be no physical segregation of, nor any other discrimination against, any child because of his inability to pay the full price of the meal. The names of the children eligible to receive free and reduced price meals shall not be published, posted or announced in any manner and there shall be no overt identification of any such children by use of special tokens or tickets or any other means. Further assurance is given that children eligible for free or reduced price meals shall not be required to: Work for their meals; use a separate lunch room; go through a separate serving line; enter the lunchroom through a separate entrance; eat meals at a different time; or eat a meal different from the one sold to children paying the full price.
6. Agrees in the operation of child nutrition programs, no child shall be discriminated against because of race, sex, color, or national origin.
7. Agrees to establish and use a fair hearing procedure for parental appeals to the school's decisions on applications and for school officials' challenges to the correctness of information contained in an application or to be continued eligibility of any child for free or reduced price meals. During this process the child will continue to receive free or reduced priced meals. A record of all such appeals and challenges and their dispositions shall be retained for three (3) years. Prior to initiating the hearing procedures, the parent or local school official may request a conference to provide an opportunity for the parent and school official to discuss the situation, present information, and obtain an explanation of data submitted in the application and decisions rendered. Such a conference shall not in any way prejudice or diminish the right to a fair hearing. The hearing procedure shall provide the following:
 - *Publicly-announced, simple method for making an oral or written request for a hearing.
 - *An opportunity to be assisted or represented by an attorney or other person.
 - *An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal.
 - *Reasonable promptness and convenience in scheduling a hearing and adequate notice as to the time and place of the hearing.
 - *An opportunity to present oral or documentary evidence and arguments supporting a position without undue interference.
 - *An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses. The hearing be conducted and the decision made by a hearing official who did not participate in the decision under appeal or in any previous conference. The parties concerned and any designated representative thereof be notified in writing of the decision of the hearing official.

8. Agrees to designate the Principal/Superintendent to review applications and make determinations of eligibility. This official will use the criteria outlined in this policy to determine which individual children are eligible for free or reduced price meals.
9. Agrees to develop and send to each child's parent or guardian a letter as outlined by State Department of Education including an application form for free or reduced price meals at the beginning of each school year. Applications may be filed at any time during the year. All children from a family will receive the same benefits.

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

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

School Lunch Program - The Humphrey Public Schools serves nutritious breakfast/lunches daily. The prices for breakfast and lunches are established prior to the beginning of each school year based upon levels of federal support. Students may choose on a daily basis whether or not they want to eat the school breakfast and/or lunch. If a student brings a sack lunch, they are to store it in their locker. The school provides school meals. No refrigeration or heating services are available for those who do not participate. During lunch, all students will report to the lunchroom for supervisory purposes.

Students must purchase meals in advance. Students will not have breakfast and/or lunch tickets. The student's breakfast and/or lunches will be kept track of by the bookkeeper. Students will be notified when their lunches are running low. Elementary students will have reminders sent home with them. Grades 7-12 will get verbal reminders. Students are allowed to have 3 charged meals. After 3 charged meals, students will need to pay before they can eat school breakfast and/or lunch. Breakfast and lunch prices for the current school year will be as follows:

Breakfast (everyone)	\$1.90/day
Lunches	
Grades PK-3	\$2.70/day
Grades 4-6	\$2.90/day
Grades 7-12	\$3.00/day
Adult	\$3.75/day
Milk	\$0.50
Seconds	\$1.10

The high school doors will be unlocked at 7:45 a.m. The school cafeteria will offer milk or juice with their breakfast in the morning from 7:45 a.m. to 7:50 a.m. If a student enters the lunchroom after 7:50 a.m., the school reserves the right to refuse service to that student.

Section 13 Non-Discrimination Statement

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

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

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

(1) Mail: U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410

(2) Fax: (202) 690-7442; or

(3) Email: program.intake@usda.gov

This institution is an equal opportunity provider

Verification of Students' Eligibility to Participate in NSAA Activities

The requirement that students be eligible to participate in interschool activities is a fundamental rule of the NSAA. In reviewing the history of the NSAA, the setting of eligibility standards for interscholastic participation was the basic reason why the NSAA was formed. The integrity of the Association and fair competition between schools is dependent upon schools making every effort to comply with student eligibility rules and the enforcement of penalties for those that fail to carry out this responsibility.

In the majority of cases in which the NSAA has become involved when an ineligible student was used, the use of the ineligible student could have been prevented if the individual(s) delegated the responsibility for determining eligibility had done their job. It is this disregard of responsibility that places team or individual accomplishment in jeopardy.

The responsibility for determining the eligibility of students is set forth in NSAA Bylaw 2.1.2. All member schools should have an established procedure or policy that is to be followed to fulfill this responsibility. To help school personnel, the following packet of material is provided. It will take additional time and effort, but it may save time, embarrassment, and forfeiture of contests later.

Eligibility Reminders: The eligibility reminders are key factors, which need to be considered and verified in determining the eligibility of all your students who will participate in interschool competition. If there is any uncertainty, this should serve as a warning and the need to obtain additional information.

Eligibility Checklist: The Eligibility Checklist should be used to verify the eligibility of transfer students and students entering high school from a junior high school or middle school. This form should be completed during a conference with the student and, if possible, the legal parent(s).

Student/Parent Consent Form: A Student/Parent Consent Form is to be signed by the student and both mother and father, unless parents are divorced, the custodial parent must sign. If the student is not living with parents, the legal guardian must sign. This form must be signed each year. The purpose of this form is to inform parents and students of the rules, to provide the "giving notice" requirement of due process, and provide a warning as to the potential of injury while participating. It is important that the enclosed (page 7) Student/Parent Consent Form language be used. It is essential that each individual participating in NSAA activities have a Student/Parent Consent form on file at your school. The insurance carrier for the NSAA requires the WARNING to accompany the form.

Head Coach Responsibility: Because the head coach of an activity is sometimes the first person to become aware of students entering your school for the first time, he/she must inform the administration and ask if the student has met the NSAA eligibility requirements. The head coach needs verification from the administration prior to allowing the student to participate.

Transfer Students: A student transferring from public school to public school, public school to private school, private school to public school, private school to private school, intra-district, or from out-of-state, without an accompanying permanent change of domicile of the legal parents, is varsity ineligible for 90 school days.

NSAA May 1st Transfer List: Students who transfer from one NSAA member school to another NSAA member school without a change in domicile can be made eligible by virtue of the NSAA May 1st Transfer List. Students and parents must give written consent to be placed on the NSAA May 1st Transfer List on or before May 1st. Such students will be granted immediately eligibility in the fall, provided the school into which the student transfers submits the student's name and consent form to the NSAA by May 1st. **A student may transfer under this rule one time during his/her high school years**, unless there is a change of domicile by the legal parent.

Any student who files the May 1st transfer paperwork and elects not to transfer in the fall shall become varsity ineligible for 90 school days at any NSAA member school.

International Transfer Students: Foreign exchange students who are a member of a recognized (by CSIET) foreign exchange program will be granted a maximum of 180 consecutive days of eligibility. The 180 consecutive days begin with the student's initial enrollment in any high school in the United States. After the 180 consecutive days, foreign exchange students are ineligible regardless of subsequent change in visa, residency, or guardianship. If the student wishes to participate in interscholastic activities, a form must be completed on the AD's NSAA online login page. The Executive Director will make an eligibility ruling and the ruling/confirmation will appear on the AD's NSAA login page.

Administrative oversight will not be accepted as a reason for the use of an ineligible student.



Eligibility Requirements

Prior to completing the NSAA online eligibility database, be certain you have checked the following eligibility requirements for each student who may participate in an interschool contest prior to certifying the individual(s) as being eligible.

Academic Requirement

1. Student received 20 credit hours in the immediate preceding semester.
2. Student is continuously enrolled in your school in 20 semester hours of credit.
3. Home school students shall have received, or be granted, 20 credit hours for the immediate preceding semester and be enrolled in 10 credit hours at your school.

Age Requirement

Student was not 19 years of age prior to August 1 of the current year.

Semester and Season Limitation Requirement

1. Student has not been a member of a school eight or more semesters since initial enrollment in 9th grade.
2. Student has not participated in 4 or more seasons of the activity.

Domicile Requirement

Any student who attended another high school prior to attending your school, is considered a **transfer student** and is ineligible for NSAA-sanctioned varsity competition for 90 school days unless:

1. The legal parents as defined by NSAA Bylaw 2.6.2 have completely given up their previous home and moved to a new home in your school district and you have documentation to verify.
 2. The legal parents divorce or legally separate and the parent who is awarded custody by the court lives in your school district. In the case of court ordered joint custody the parent the child chooses to live with immediately following the divorce or legal separation lives in your school district.
 3. The legal parents and student give written consent (page 6) to be placed on your school's NSAA May 1st Transfer List granting them immediate eligibility in the fall. Students may use the NSAA May 1st Transfer List once in their high school career.
-

MTSS

(Multi-Tiered Systems of Support)

MTSS meetings are held monthly with all K-6 instructors and support staff. Data from a Universal Screener and weekly progress monitoring data are shared and discussed. According to this data, EIR and Corrective Reading groups are established as an intervention to improve student performance. Training to administer interventions occurs through ESU support. Decision rules were developed with assistance from the UNL consortium. Core fidelity checks occur quarterly in K-6.

SAT / MTSS / PIPSS Team

Kim Bender, Matt Bertrand, Robyn Graham, Carol Korth, Barbara Lovercheck, Penny Niemann, Kristi Settje

Platte County School District #67 Humphrey Public Schools



405 South 7th Street ~ P.O. Box 278
Humphrey, NE 68642-0278
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www.humphrey.esu7.org

Request for Student Assistance Form

The Student Assistance Team (SAT) is a general education problem-solving team intended to utilize documented intervention strategies to assist the school in the provision of general education (Rule 51 006.01C)

Student:	Date of Birth:	Age:
Grade:	Gender:	Teacher:
Parent/Guardian/Caseworker:		Translator Needed: <i>(Please circle one)</i> YES NO
Address:		City/State/Zip:
Home Phone:		Work Phone:
Person Requesting Assistance:		Relationship to Student:

The Parent/Guardian must be informed that assistance is being requested.			
Date(s) of notification:			
Method: <i>(Please circle one)</i>	Telephone	Letter	Parent / Teacher Conference

Background / Health Information (As Applicable)	YES	NO	Please Specify or Date of Entry/Screen:
Is there a language other than English spoken in the home?			
Is the student Migrant?			
Is the student in English as a Second Language (ESL)?			
Is there a language other than English spoken in the home?			
Has the student received ESL services in the past?			
Does the student's records indicate school changes?			
Has the student's vision been screened?			
Has the student's hearing been screened?			
Has the student ever had a Special Education Evaluation?			
IF YES to Special Education Evaluation:	Category:		Related Services:

Language Proficiency Scores:	Date:	Oral:	Reading:	Writing:
Vision Results (Distance):	Right: ____ / ____	Left: ____ / ____	Date:	
Vision Results (Near):	Right: ____ / ____	Left: ____ / ____	Date:	

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Academic History

Attendance:	Regular	Irregular	Explain:
Has the student been retained?	YES	NO	Grade:

Assessment Data

- Attach additional documentation for each of the following.

NSCAS – R	Dates:
NSCAS – M	Dates:
NSCAS – W	Dates:
NWEA – R	Dates:
NWEA – L	Dates:
NWEA – M	Dates:
NWEA – S	Dates:
Acadience	Dates:
Other:	Dates:
Other:	Dates:
Other:	Dates:
Additional Assessment Information:	

Student's Grades

- Attach copy of student grades.

Student's grades have increase each year.	YES	NO
Student's grades have dropped suddenly.		
Student's grades have stayed about the same each year.		
Students grades have decreased each year.		
Strengths:		

SAT / MTSS / PIPSS Team

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Academic Concerns (If Applicable)

Basic Reading Skills		Math Reasoning	
	Limited sight words		Solving problems involving time
	Vowel sounds		Solving measurement problems
	Consonant sounds		Solving percentage problems
	Diphthongs		Solving word problems with more than one math function
	Omission of letter sounds in words		Money values
	Addition of letter sounds in words		Concept of fractional parts
	Inability to identify letters of the alphabet	Other:	
	Reversals		
	Silent letters	Math Calculation	
	Word attack / decoding skills		Number recognition
Other:			Subtraction facts
			Addition facts
Reading Comprehension			Fractions
	Limited Vocabulary		Multiplication facts
	Inability to grasp implied meanings		Division facts
	Inability to use context clues		Regrouping in addition / carrying
	Poor recall of main ideas		Regrouping in subtraction / borrowing
Other:			Decimals
		Other:	
Oral Expression			
	Vocabulary	Written Expression	
	Antonyms		Upper / Lower case letters
	Synonyms		Incorrect pencil grasp
	Grammar		Word usage-tense / plurals
	Analogies		Punctuation / capitalization
	Sentence structure		Spelling
Other:			Reversals
			Organization
Listening Comprehension			Abbreviations
	Auditory Memory		Sentence structure
	Vocabulary		Legibility
	Understanding directions	Other:	
	Auditory attention span		
	Needs questions / directions repeated	Motor Coordination	
Other:			Fine Motor
			Gross motor
		Explain:	
Other Areas of Concern:			

SAT / MTSS / PIPSS Team

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Behavioral Concerns			
	Easily distracted		Does not complete assignments
	Does not hand in homework		Does not participate in class activities
	Physically aggressive		Makes noises
	Talks out		Verbally aggressive
	Persistent mood of unhappiness or sadness		Poor peer relationships
	Teasing		Stealing
	Lying		Tantrums
	Bullies other children		Falls asleep
	Stubborn		Won't follow directions
	Cheating		Isolates themselves from others
Other (Explain):			

Speech / Language / Hearing Concerns (If Applicable)

Articulation		Hearing	
	Substitutes one sound for another (w for r)		Doesn't respond when spoken to
	Omits a sound – (han for hand)		Previous hearing problems
	Distorts a sound	Explain:	

Language (Please provide Oral &/or Written)		Voice	
	Word structure, word forms		Pitch is too: HIGH LOW
	Word order, combined words to form sent.		Quality of Voice is: HARSH BREATHY NASAL
	Word meaning		Pitch is monotone
	Uses short or disconnected sentences.	Fluency	
	Difficulty answering questions		Repetitions (What t-t-t-time is it?)
	Difficulty asking questions		Prolongations (Lllllet me do it.)
	Figurative language		Interjections (um, um I have an idea.)
	Language concepts & relationships		Other / Describe below:
	Social language		
	Grammar		
	Vocabulary		
	Sequencing		
	Verbal expression		
	Listening comprehension		
	Reading comprehension		
	Written expression		

SAT / MTSS / PIPSS Team

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Platte County School District #67

Humphrey Public Schools



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SAT / MTSS / PIPSS Follow Up Form

Student: _____

Age: _____

Assigned Case Manager: _____

Parents: _____

Referral Source: _____

Date of Meeting: _____

Date of next Follow Up Meeting: _____

Parents Attended ☐ Yes ☐ No

Those in Attendance: _____

Present Level of Performance:

This student currently: _____

Was the Intervention plan carried out as written: ☐ Yes ☐ No

If no, please explain... _____

According to your progress monitoring data and documentation, is the Intervention Plan working?

☐ Yes

Summarize progress and continue with the intervention Plan and DO NOT revise the plan. _____

☐ No

Reasons Target Area(s) have not changed.

What CHILD CHARACTERISTICS might be related to the target area? _____

What CURRICULUM issues might be related to the target area? _____

What PEER issues might be related to the target area? _____

What CLASSROOM ENVIRONMENT issues might be related to the target area? _____

What HOME/COMMUNITY issues might be related to the target area? _____

What TEACHER issues might be related to the target area? _____

HYPOTHESIS:

We think this target area is continuing to be a concern because: _____

SAT / MTSS / PIPSS Team

Kim Bender, Matt Bertrand, Robyn Graham, Carol Korth, Barbara Lovercheck, Penny Niemann, Kristi Settje

Platte County School District #67

Humphrey Public Schools



405 South 7th Street ~ P.O. Box 278

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SAT / MTSS / PIPSS Form List

Order #	Form Name	Form #
1	Request for Student Assistance Form	1A
2	SAT Procedural Checklist Starts	1B
3	Parent/Guardian Meeting Initial Invite / Parent Input Form sent home	1C / 1D
4	Meeting held (Agenda provided) / Goal Setting Form used	1E / 3A
5	Teacher Documentation form starts	1F
6	Follow Up form completed	2A
7	Parent/Guardian Meeting Follow Up Invite sent home	2B
8	Meeting held (Agenda provided) / Goal Setting Form updated	1E / 3A
9	Additional follow up form completed	2A
10	Parent/Guardian Meeting Follow Up Invite sent home	2B
11	Meeting held (Agenda provided) / Goal Setting Form updated	1E / 3A
12	Additional follow up form completed	2A
13	Parent/Guardian Meeting Follow Up Invite sent home	2B
14	Meeting held (Agenda provided) / Goal Setting Form updated	1E / 3A
15	Referral to Special Education / 504	3B

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Agenda for SAT Meeting

1. Welcome

- Introductions
- Explanation of Meeting

2. Announce Time Limit

- Assign Time Keeper

3. Discuss Student Strengths & Talents

Notes:

4. Summarize Referral Form

- Ask if any other issues of importance
- Select target area of concern

5. Review Student Data

- Any data the teacher brought regarding the student

6. Goals

Notes:

7. Design the Plan

8. How to Progress Monitor

9. Assign Responsible Parties

10. Assign Case Manager

11. Summarize Meeting

12. Set Follow-Up Meeting

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Parent/Guardian SAT Meeting Follow-Up Invite

Dear Parent/Guardian:

A Follow-Up Student Assistance Team (SAT) meeting has been scheduled for _____
on _____ at _____. The meeting will be held at Humphrey Public School in the
_____.

Please be prepared to discuss the strengths and concerns you have about your child, and any other suggestions regarding what works with your child at the SAT meeting. The purpose of the SAT is to develop an intervention(s) that will promote your child's success in school.

A SAT team case manager will contact you prior to the meeting to answer any questions you might have and to encourage participation. Your child's case manager is _____ and can be reached at _____. The classroom teacher, members of the SAT, and others directly involved in your child's education will be present at the meeting. Specialists with knowledge of interventions, such as school psychologists and speech language pathologists may also be present at this meeting.

Screening procedures such as observations, interviews, and progress monitoring, may be conducted by SAT members (i.e., school psychologists, speech language pathologists, guidance counselors, and classroom teachers) in preparation for the meeting and throughout the SAT process.

Parents are partners in education, and your input is vital to your child's success.

Sincerely,

Humphrey Public School
SAT Coordinator

- Contact Information
 - Phone: _____
 - Email: _____

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Parent/Guardian SAT Meeting Initial Invite

Dear Parent/Guardian:

_____’s classroom teacher has contacted you regarding difficulties your child has had in the area(s) of _____. The Student Assistance Team (SAT) meeting for your child is scheduled to occur on _____. The purpose of SAT is to develop an intervention(s) that will promote your child’s success in school. Please complete the enclosed Parent Input form and return it by the date listed at the end of the form.

Please be prepared to discuss the following during the meeting:

- Strengths and concerns you have noted in your child
- Suggestions on what works for your child

A SAT team case manager will contact you prior to the meeting to answer any questions you might have and to encourage participation. The classroom teacher, members of the SAT, and others directly involved in your child’s education will be present at the meeting. Specialists with knowledge of interventions, such as school psychologists and speech language pathologists may also be present at this meeting.

Screening procedures such as observations, interviews, and progress monitoring, may be conducted by SAT members (i.e., school psychologists, speech language pathologists, guidance counselors, and classroom teachers) in preparation for the meeting and throughout the SAT process.

Parents are partners in education, and your input is vital to your child’s success.

Sincerely,

Humphrey Public School
SAT Coordinator

- Contact Information
 - Phone: _____
 - Email: _____

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SAT Parent Input Form

Student Name:	Grade:	Date of Birth:	Age:
Parent/Guardian:			
Date(s) teacher talked to Parent/Guardian regarding concern:			

This information will provide valuable input & another viewpoint in creating a successful learning environment for your child.

Academics	
Strengths:	
Concerns:	

Speech / Language	
Strengths:	
Concerns:	

Behavior / Attention	
Strengths:	
Concerns:	

Social Skills	
Strengths:	
Concerns:	



"Our mission is to provide quality educational opportunities in a supportive environment."





"Our mission is to provide quality educational opportunities in a supportive environment."



Possible motivators – Interests or Hobbies		

Have there been any accidents or concussions?	YES	NO
Explain:		

Any history of head trauma, brain bleed, oxygen deprivation, high fever, brain infections (meningitis, encephalitis, etc.)	YES	NO
Explain:		

History of ear infection, tubes, or another hearing related issues	YES	NO
Explain:		

History of glasses, correction, or other vision related issues	YES	NO
Explain:		

Have you talked with your physician about any concerns?	YES	NO
Explain:		

Is your child taking medication(s)?	YES	NO
Name of Physician:		
Phone:		
Medication #1:	How Often:	Side Effects:
Medication #2:	How Often:	Side Effects:
Medication #3:	How Often:	Side Effects:

Please return form to _____ by _____

Thank you for taking time & sharing this information. If there are any other additional comments you would like your child's school team to be aware of, please indicate those here.

Parent Signature: _____

Date: _____

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SAT Procedural Checklist

Student:	
School District:	
Completed By:	
Date Checklist Started:	

Parent contacted regarding concerns	Date:
-------------------------------------	-------

Parent input form collected	Date:
-----------------------------	-------

Request for student assistance form completed	Date:
---	-------

Parent contacted regarding concerns	Date:
-------------------------------------	-------

Pre-Referral Forms collected	Date:
------------------------------	-------

Initial SAT meeting	Date:
• Parents at meeting or contacted <i>(please circle one)</i>	Date:
• SAT Coordinator follow up	Date:

Follow up SAT meeting	Date:
• Parents at meeting or contacted <i>(please circle one)</i>	Date:
• SAT Coordinator follow up	Date:

Follow up SAT meeting	Date:
• Parents at meeting or contacted <i>(please circle one)</i>	Date:
• SAT Coordinator follow up	Date:

Follow up SAT meeting	Date:
• Parents at meeting or contacted <i>(please circle one)</i>	Date:
• SAT Coordinator follow up	Date:

Student Assistance Team recommendation	
Student discontinued	Date:
Student referred for SPED consideration	Date:
Student referred for 504 Plan	Date:

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SAT Teacher Documentation

Grade:	Student:	Teacher:
School District:		
Target Issues:		
Date	Intervention	Outcome of intervention (data collected from benchmarks, progress monitoring, classroom assignments, observations, etc.)



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SAT / MTSS / PIPSS Intervention Decision / Exit Rules

Students who fall below the following cut scores when completing each benchmark assessment through Acadience will qualify for interventions.

Grade	Assessment	Beginning of Year	Middle of Year	End of Year
Kindergarten	FSF	12		
	NWF-CLS		22	34
First	NWF-CLS	30		
	ORF Words Correct		28	56
Second	ORF Words Correct	59	81	95
Third	ORF Words Correct	79	95	108
Fourth	ORF Words Correct	96	111	123
Fifth	ORF Words Correct	115	126	136
Sixth	ORF Words Correct	122	124	135

- If a student qualifies for intervention after the fall benchmark, they will be progressed monitored weekly all year to ensure they continue to make growth.

Student Aim lines

- In order to properly document the student is making desired gains, each student being progress monitored will need to have their own personal aim line drawn from their current score to the next benchmark score.

Exit Procedures

- While being progress monitored weekly, if a student is above their aim line four out of five weeks, they will exit the intervention and will continue to be progress monitored.
- If the student is in interventions until the next benchmark assessment and make the cut scores, they will exit interventions

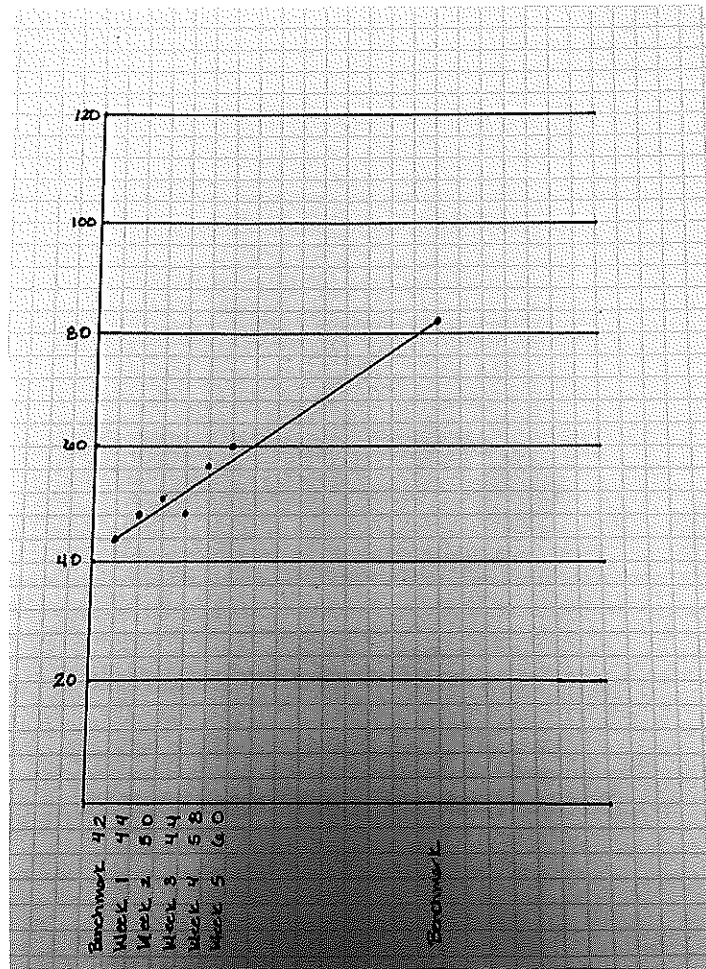
Intervention Re-Entry

- If a student has exited interventions, and has been below their aim line for three consecutive weeks on progress monitoring, they will re-enter interventions.

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Example A



In Example A, the student was above their aim line for four out of five weeks. This student would exit interventions and continue to be progress monitored. If the student was below their aim line three consecutive weeks after exiting, the student would re-enter interventions.

In Example A, if the student was inconsistent with their scores, they would continue with progress monitoring and intervention until the next benchmark assessment. If this student hit their cut score on the winter benchmark, the student would exit interventions and continue to be progress monitored. If the student was below their aim line three consecutive weeks after exiting, the student would re-enter interventions.

If the student didn't qualify in the fall, but didn't make the cut score for the winter benchmark, they would enter interventions and be progress monitored weekly. If the student was above their aim line four out of five weeks, they would exit interventions and would be progress monitored every other week through the remainder of the year.

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SAT / MTSS / PIPSS Intervention Meeting Form

Student: _____
Age/Grade: _____
Assigned Case Manager: _____
Parents: _____
Those in Attendance: _____

Referral Source: _____
Date of Meeting: _____
Date of Follow Up Meeting: _____
Parents Attended? ☐ Yes ☐ No

Target Area 1: _____

READING/COMPREHENSION (Indicate which Target Area is addressed)

Please choose only one intervention per target area

Goal:

	Whole Group	Small Group	1:1	M/D	D/W	Number of Weeks	Person Responsible	Type of Documentation
Additional Phonics								
Direct Instruction								
Repeated Reading								
Repeated Listening								
Reciprocal Teaching								
Tapping								
Listen/Practice/Preview								
Paired Reading								
Chunk Strategy								
Click Strategy/ Self-Questioning as reads								
Additional Letter Identification								
Sound to Work (a apple /a/)								
Choral Responding								
Story Map								
Use of Visual Aids/ Pictures								
Multi-Step Text Review								
Whisper Phones								
Fluency Builders								
Vocabulary (Sorry Charlie Game)								
Vocabulary Builders								
Graphic Organizers (Main Idea; Elements of Literature)								
Breaking Tasks Down into Smaller Parts								
Other								

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Math (Indicate which Target Area is addressed)

****Please choose only one intervention per target area****

Goal:

	Whole Group	Small Group	1:1	M/D	D/W	Number of Weeks	Person Responsible	Type of Documentation
Cover/Copy/Compare								
Math Manipulative								
Highlight the Operation to be performed								
Breaking Tasks Down into Smaller Parts								
Use of Visual Aids/ Pictures								
Flash Cards								
Number Line								
Folding In								
Touch Math								
Calculation Use								
Other								

Writing/Spelling (Indicate which Target Area is addressed)

****Please choose only one intervention per target area****

Goal:

	Whole Group	Small Group	1:1	M/D	D/W	Number of Weeks	Person Responsible	Type of Documentation
Write-Say Method								
Multi-Sensory (writing in Jell-O, sand, etc)								
Graphic Organizer								
Idea Mapping								
Breaking Tasks Down into Smaller Parts								
Other								

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Behavior/Organization (Indicate which Target Area is addressed)
****Please choose only one intervention per target area****

Goal:

	Whole Group	Small Group	1:1	M/D	D/W	Number of Weeks	Person Responsible	Type of Documentation
Giving Breaks								
Use of a Timer								
Having Student Repeat Directions								
Assignments Book								
Breaking Tasks Down into Smaller Parts								
Rewards								
Teacher Proximity								
Praise								
Use of Checklists or Picture Schedule								
Time Out								
Use of Visual Aids / Pictures								
Other								

Vision (Indicate which Target Area is addressed)
****Please choose only one intervention per target area****

Goal:

	Whole Group	Small Group	1:1	M/D	D/W	Number of Weeks	Person Responsible	Type of Documentation
Seat student closer to board or other visual stimuli.								
Seat student where light is optimal. (You may need to ask student, since this is different for each individual.)								
Remind student to wear his/her glasses, if applicable.								
Enlarge print or font.								
Use bold lines and text.								
Use black markers on white paper for contrast.								
Provide audio recording for required reading.								
Allow extra time for reading and writing assignments.								
Allow frequent breaks to alleviate visual fatigue.								
Provide picture and graphics in black and white, as well as color.								
Use graph paper for math problems.								
Allow student to use visual markers to keep place, such as bookmark, finger, etc.								
Other								

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Speech/Language (Indicate which Target Area is addressed)
****Please choose only one intervention per target area****

Goal:

	Whole Group	Small Group	1:1	M/D	D/W	Number of Weeks	Person Responsible	Type of Documentation
Articulation: Ask student to repeat what he/she said.								
Articulation: Ask student to slow down.								
Articulation: Ask student to use different words to express what he/she is saying.								
Articulation: Model the problem sound.								
Articulation: Draw attention to sound production as you teach phonics.								
Articulation: Encourage student to watch speaker's mouth.								
Language: Repeat directions using different words.								
Language: Break multiple directions into individual steps.								
Language: Provide visual supports for with verbal directions.								
Language: Pre-teach vocabulary.								
Language: Allow "wait time" to formulate a verbal response.								
Language: Ask student to repeat information in own words.								
Language: Help student develop a graphic organizer before writing or speaking.								
Language: Use the cloze procedure to cue student to expand.								
Language: Provide choices to cue student to expand.								
Language: Model/emphasize time words and word endings.								
Language: Add "so", "because", "when", etc to students verbalization or writing to encourage expansion of ideas.								
Fluency (stuttering): Allow extra time to finish own sentences.								

Fluency (stuttering): Maintain eye contact while student is speaking.								
Fluency (stuttering): Do not allow others to interrupt the student.								
Fluency (stuttering): Continue to call on student and include in classroom discussions.								
Fluency (stuttering): Give advance notice of when /he/she will be called on to speak in class.								
Fluency (stuttering): Model a slow relaxed manner of speech.								
Voice: Model appropriate loudness, pitch, and inflection.								
Voice: Encourage vocal rest at home and at school.								
Voice: Remind student to avoid excessive talking.								
Voice: Remind student to avoid speaking over background noise.								
Voice: Remind student to avoid use of novel voices such as cartoon voices, machine noise, etc.								
Voice: Have student move closer to listener.								
Voice: Ask student to use loudness level appropriate to situation (no yelling or excessive whispering).								
Voice: Remind student to use appropriate posture and breath support.								

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SAT Parent Input Form

Student Name:	Grade:	Date of Birth:	Age:
Parent/Guardian:			
Date(s) teacher talked to Parent/Guardian regarding concern:			

This information will provide valuable input & another viewpoint in creating a successful learning environment for your child.

Academics	
Strengths:	
Concerns:	

Speech / Language	
Strengths:	
Concerns:	

Behavior / Attention	
Strengths:	
Concerns:	

Social Skills	
Strengths:	
Concerns:	

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Possible motivators – Interests or Hobbies		

Have there been any accidents or concussions?	YES	NO
Explain:		

Any history of head trauma, brain bleed, oxygen deprivation, high fever, brain infections (meningitis, encephalitis, etc.)	YES	NO
Explain:		

History of ear infection, tubes, or another hearing related issues	YES	NO
Explain:		

History of glasses, correction, or other vision related issues	YES	NO
Explain:		

Have you talked with your physician about any concerns?	YES	NO
Explain:		

Is your child taking medication(s)?	YES	NO		
<table style="width: 100%; border: none;"> <tr> <td style="width: 45%; border: none;">Name of Physician:</td> <td style="width: 55%; border: none;">Phone:</td> </tr> </table>			Name of Physician:	Phone:
Name of Physician:	Phone:			
Medication #1:	How Often:	Side Effects:		
Medication #2:	How Often:	Side Effects:		
Medication #3:	How Often:	Side Effects:		

Please return form to _____ by _____

Thank you for taking time & sharing this information. If there are any other additional comments you would like your child's school team to be aware of, please indicate those here.

Parent Signature: _____

Date: _____

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SAT / MTSS / PIPSS Referral to Special Education Consideration

Student: _____
Age: _____
Assigned Case Manager: _____
Parents: _____

Referral Source: _____
Date of Meeting: _____
Date of next Follow Up Meeting: _____
Parents Attended ☐ Yes ☐ No

Those in Attendance: _____

Areas of Evaluations (check those apply): ☐ Psych ☐ Speech/Language ☐ OT ☐ PT
☐ Vision ☐ Audiological Evaluation ☐ Other: _____

****If vision evaluation referral, please indicate date of last vision examination by Optometrist/Ophthalmologist AND ATTACH REPORT. Date:** _____

Summarize options the district considered before recommending testing: _____

Summarize why these reasons were rejected: _____

School District Administrator Notified of Referral ☐ Yes ☐ No

Person Contacted and Date:

Name: _____ Date: _____ Phone Number: _____

Date this referral sent to Special Education Case Manager (as identified below) Date: _____
☐ Psych (Resource Teacher) ☐ Speech/Language (SLP) ☐ OT/PT/Other (Resource Teacher)

(Please Check One) ☐ Continue ☐ Discontinue the Intervention(s) until MDT Determination is made.

****This referral for Special Education Consideration is based on SAT documentation provided.**

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SAT / MTSS / PIPSS Teacher Documentation

Grade:	Student:	Teacher:
School District:		
Target Issues:		
Date	Intervention	Outcome of intervention (data collected from benchmarks, progress monitoring, classroom assignments, observations, etc.)